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A curriculum guide was prepared for the teaching of standard oral English in the Los Angeles junior high schools. This guide focuses particularly on the teaching of standard English to Negro students using a nonstandard dialect. The lessons were designed for use with accompanying tapes and filmstrips. (See also UD 007703 for parallel program to help Mexican-American students). (NH)

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# STANDARD ORAL ENGLISH

INSTRUCTIONAL  
GUIDE **A** FOR  
SEVENTH GRADE



ELEMENTARY  
AND SECONDARY  
EDUCATION ACT

LOS ANGELES CITY SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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# STANDARD ORAL ENGLISH

## SEVENTH GRADE

### Instructional Guide A

LOS ANGELES CITY SCHOOLS  
Division of Secondary Education  
Specially-Funded Programs  
Publication No. ESEA 3-3  
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# FOREWORD

Oral language--speech--is the most common form of human communication. Yet, oral language has received less emphasis in the English program for secondary schools than other forms of communication. Many pupils who speak a nonstandard variety of English have not had the kind of specialized instruction needed to teach them English.

The inability to speak standard English seriously handicaps many Negro pupils academically, particularly in their reading, as well as socially and vocationally. In the past, the regular English program has not adequately made provision to remedy the specific language problems of Negro pupils. This publication outlines an oral English program designed specifically to help these pupils eliminate the gross nonstandard pronunciation and usage items in their speech in situations which require the use of standard English. The program consists of basic lessons, follow-up lessons, and related taped drills.

ROBERT E. KELLY  
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# OBJECTIVES

- To develop greater ability to speak standard English
- To understand the academic, social, and vocational advantages of using standard English
- To understand that English is spoken in various ways by different groups of people
- To understand that the variation of English to be spoken is determined by the situation
- To recognize situations in which the use of standard English is most appropriate
- To recognize that the language we use has great influence upon our daily lives

# GENERAL INTRODUCTION

When many Negro pupils try to learn standard English, the nonstandard items from their dialect interfere with the standard English items being taught. For example, many Negro pupils substitute a **D** sound for the beginning **TH** sound in words like *the*, *this*, and *that*. They fail to develop the ability to speak the standard sound unless they are given lessons containing drills and other activities that contain specific instruction on this sound. For this reason, this guide contains lessons involving specialized instruction on particular speech deviations. Most of the lessons are designed to be used with accompanying taped drills.

Nonstandard characteristics are present in the English spoken by many Negro pupils in the Los Angeles City Schools. A variety of English is a dialect.

## Dialect

A dialect differs from the standard language in vocabulary, grammar, and pronunciation. These differences may make it difficult for speakers of a dialect to communicate in the wider environment; often, these differences elicit a negative response from persons who do not speak the dialect. Persons who speak a dialect which causes difficulty in communication are limited in their vocational opportunities. Actually, one dialect is as "good" as another; the situation and the persons involved determine the effectiveness of a particular dialect. For example, a Tennessee mountain dialect is much more effective than is standard English for communication *in the Tennessee mountains*; the Tennessee mountain dialect, however, inhibits communication in many other situations. The value of a particular dialect is relative to situations.

There is one dialect that is considered a "universal dialect," and that dialect is standard English. This is the dialect **most** people understand easily, even though they may not speak it. Unfortunately, the universality of standard English has caused the people who speak it to think of all other dialects as "wrong," "incorrect," and "substandard." Persons who speak a **nonstandard** dialect--a dialect other than standard English--sometimes receive the same negative label as the dialect they speak. Pupils who speak a nonstandard dialect must learn standard English because of the effectiveness of standard English in most situations, the value judgment which many persons assign to standard English, the relationship between standard English and the curriculum, and the importance of standard English for greater vocational opportunity.

## Standard English as an Alternate Dialect

Standard English can be defined as the language used to carry on the important affairs of our country. It is the dialect of English spoken by educated persons, most radio and television announcers, and government officials. Standard English is the dialect of English that is most effective in most communication situations.

The instructional approach to the language program dealt with in this guide is to: (1) teach standard oral English as an alternate dialect to be used in appropriate situations; and (2) present lessons emphasizing oral activities which are designed to help pupils overcome their most serious interference features.

The teaching of standard oral English is an integral part of the English program. The emphasis is to help pupils **speak** standard English. Standard oral English lessons do not develop grammatical concepts or reading skills; the program assumes that other essential language concepts and skills have been developed or are being developed concurrently.

# SPEECH CHARACTERISTICS

The causes of the use of Negro dialect are historical and social. Because of segregation, most Negroes live in predominantly Negro neighborhoods and attend schools whose student composition is predominantly Negro. Many Negroes have infrequent and insufficient contact with language models which would tend to develop standard English patterns. The nonstandard dialect developed during slavery, and reinforced and perpetuated by segregation, is now the language system that many Negro children know when they enter school. When they do, the school begins the painful and often unsuccessful process of trying to replace their dialect.

Language is an extremely personal thing--a kind of "identity label." In teaching standard English as a replacement dialect, the schools are asking many Negro pupils not only to give up a language which they feel **works** for a language they feel **does not** work in their primary environment, but also to accept the negative evaluative judgment of their language and of all who speak it. Many Negro pupils enter school unable to speak standard English and later leave, still unable to speak standard English.

The following nonstandard characteristics are frequently a part of the speech of many pupils who attend schools with predominantly Negro student bodies. Of course, not all of these characteristics are found in the speech of all of these pupils; and, in fact, some pupils have none of these speech characteristics. They are so frequently found in the speech of many of these pupils, however, that they constitute a list of the most significant pronunciation and grammatical deviations from standard English. Furthermore, they are the characteristics that seriously interfere with success in learning standard English.

## SIGNIFICANT DEVIATIONS FROM STANDARD ENGLISH

Simplification of final consonant--usually, final consonant sounds not pronounced

Inflectional endings not pronounced, especially the past tense

R -- lessness--final and medial **R** sounds not pronounced

L -- lessness--final and medial **L** sounds not pronounced

Substitution of a **D** sound at the beginning of words like **that, this, them, those**

Substitution of a **F** sound at the end of words like **mouth, path, with, both**

Different pronunciations for selected words; i.e., *ax - ask; credick - credit; chilerun - children; samich - sandwich*

Common word groups and phrases blended; i.e., *Iowno - I don't know*

Substitution of **they** for *their*

Substitution of **them** for *those*

Addition of a plural ending sound to irregular nouns; i.e., **childrens, mens, peoples**

Double negative

Double subject

Omission of agreement sound for third person singular, present tense verbs

Addition of an **S** sound to third person plural present tense verbs; i.e., **They walks**



Reversal of past tense and past participle verb forms of some irregular verbs; i.e., **They taken a walk;**  
**They have took a walk.**

The word **done** substituted for *have* in perfect tenses.

Nonstandard use of the verb **to be**:

Omission of **to be** verb form in present and present progressive tense; i.e., **He talking; We writing.**

**Be** substituted for *is* and *are*; i.e., **She be doing her work.**

Reversal of **was** and **were**, or substitution of **was** for *were*.

Omission of **have** and **has** in present tense; i.e., **They been to the show.**

**Done** substituted for *have* in perfect tense to make the statement emphatic, i.e., **They done been to the show.**

Substitution of **be done** for *will have* in future perfect tense; i.e., **He be done left for school by the time you get there.**

# USE OF THE GUIDE

## Organization

The guide is in four parts:

**Part One**, "The Languages You Speak," consists of three motivational lessons. Also, these lessons develop particular concepts about language. Each lesson in Part One utilizes an accompanying tape.

**Part Two**, "Lessons in Standard Oral English," contains fifteen lessons for the B7 semester. Most of the lessons have accompanying taped drills.

**Part Three**, a continuation of the program in Part Two, contains fifteen lessons for the A7 semester.

**Part Four** is a Bibliography.

## Types of Lessons

**Part One**, "The Languages You Speak," consists of three basic lessons with accompanying tapes. The tapes are identified as M1, M2, and M3. Each basic lesson has three follow-up activities. (See Part One.)

**Parts Two and Three**, "Lessons in Standard Oral English," contain three types of basic lessons: pronunciation lessons, usage lessons, and situation lessons. Each pronunciation and usage lesson deals with one interference item. Each situation lesson gives the pupils an opportunity to use the standard English items learned in the preceding pronunciation and usage lesson. The tapes that accompany the lessons in Parts Two and Three are numbered A1 through A22. Lessons are designed for presentation during one full period per week.

Each lesson has three or four follow-up activities, which are designed as 10- or 15-minute activities to be presented on days following presentation of the basic lessons. Many of the follow-up activities are taped drills.

# DIAGNOSIS OF NEED

Classes vary in the kind and amount of instruction needed; a diagnosis will determine which lessons should be emphasized and which lessons need not be emphasized. Before beginning the program, make a diagnosis of the pupils' oral language. The program has been developed on the basis of a **general** diagnosis of the oral language of Negro pupils. The following are some procedures for classroom diagnosis:

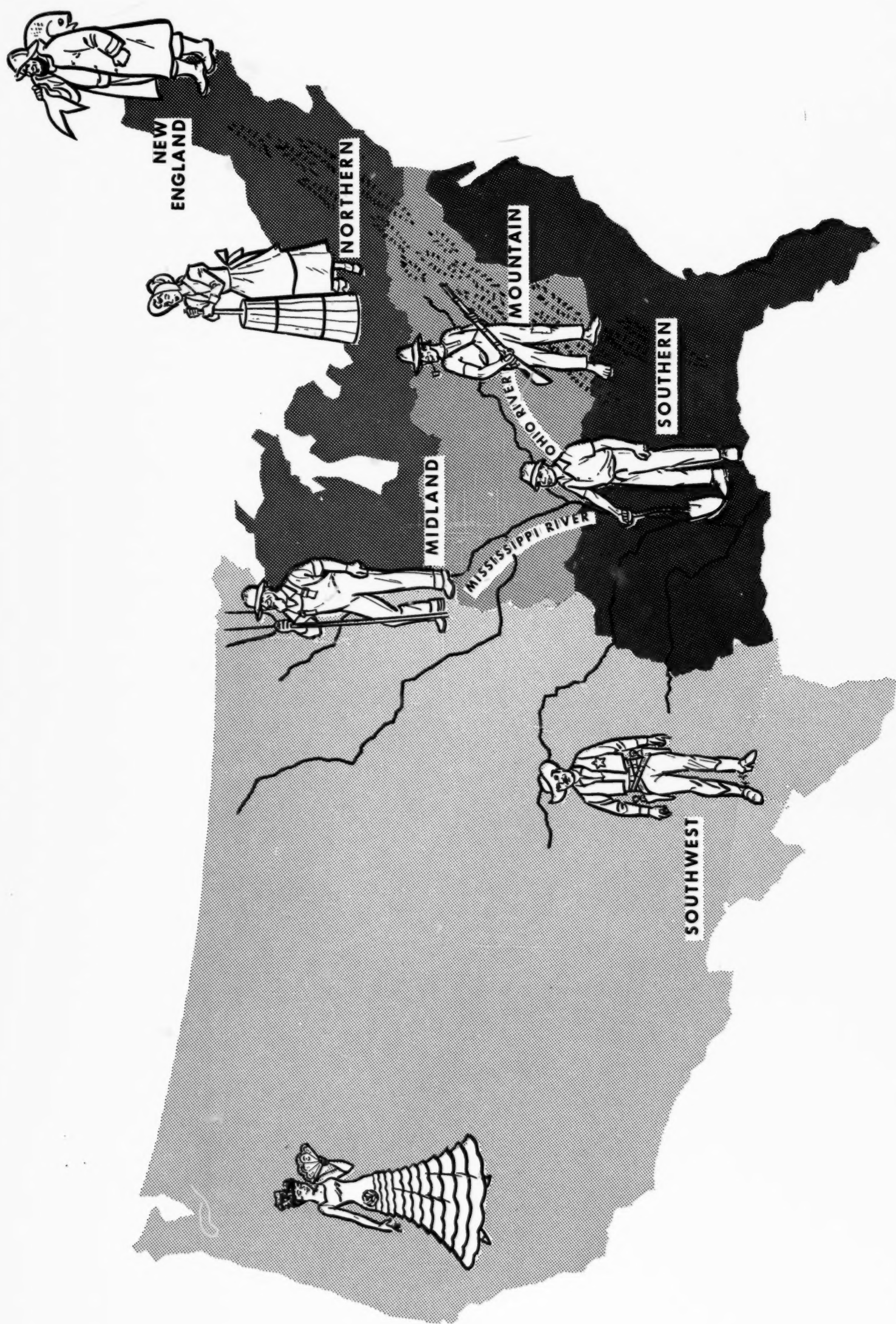
1. Listen to the speech of pupils to determine the frequency of the use of nonstandard terms, as listed under oral language characteristics.
2. Tape record speech by pupils and compare their pronunciation and usage with the appropriate list under oral language characteristics.
3. Contrast samples of pupils' writing with the appropriate list under oral language characteristics. Often, nonstandard oral language items are reflected in the pupils' written work.

# GENERAL TEACHING SUGGESTIONS

1. Don't make value judgments of pupils' language. That is, avoid referring to the pupils' language as "not as good as" or "substandard" or "incorrect." Instead, accept the pupils' language, acknowledging that it is the language they use with their friends and with their families; then, concentrate on having the pupils recognize the situations where standard oral English is more appropriate and effective. In other words, recognize that each language system is effective in appropriate situations.
2. Constantly refer to the practical and vocational advantages of speaking standard English. For example, point out to pupils the relationship between standard oral English and better-paying jobs. Have pupils list their vocational choices; then, show them the importance of standard oral English in their vocational choices.
3. Make pupils aware of the contrasts between their language and standard English. Be certain that pupils are aware of the difference **before** teaching them a particular sound or usage pattern. For example, if the initial **TH** sound is being taught, be sure the pupils recognize the nonstandard substitution of the **D** sound. (Many Negro pupils say **dis** for *this*; **dat** for *that*.)
4. Concentrate on encouraging the pupils and building their self-confidence. Immediately reinforce pupils' accomplishments with praise and approval.
5. Teach standard oral English as it is spoken. Concentrate on gross deviations; not fine grammatical points. For example, don't concern yourself with the use of "whom" or the pronunciation of "mischievous"; rather, concentrate on those deviations in the list of language characteristics for each group.
6. Give pupils many opportunities to practice oral language skills during regular English lessons.
7. Avoid using the words "right" and "wrong" when correcting pupils; instead, use the terms "standard" and "nonstandard." For example, encourage pupils to "translate" nonstandard speech into standard speech.
8. Avoid emphasizing grammatical terms during standard oral English lessons. Instead, concentrate on the pattern. For example, when illustrating standard subject-verb agreement, identify the exact cause of disagreement (i.e., third person singular, present tense) and give pupils examples of the standard pattern. Many of the lessons refer to items in grammatical terms. These can be used advantageously without undue emphasis.
9. Have pupils evaluate each other's speech during standard oral English lessons. The speaker should first be given opportunity to evaluate his own speech. The emphasis in evaluation should be positive; that is, pupils should emphasize how well they are doing. Use recordings of pupils' speech for evaluation.
10. Use the word "translate" to have pupils rephrase or rewrite syntactical patterns in standard English. Collect samples of nonstandard English, and have pupils translate these into standard English. In these samples, do not transcribe nonstandard pronunciation. Concentrate on the usage problems.
11. During each lesson, always reinforce what has been learned in previous lessons.
12. When a tape is used during a lesson, give pupils an opportunity to hear the tape again in small groups. The tapes may be used independently **after** the teacher has presented them.
13. During English lessons, have pupils read paragraphs and drill sentences, or examples, as a group (choral reading). This procedure gives each pupil an opportunity to practice; also, pupils have the "protection" of the group and are less likely to be self-conscious.



14. When working on patterns, encourage pupils to write patterns that can be used for drills. For example, if a usage pattern involves a verb tense (i.e., third person present, perfect of **to do**), have pupils write patterns that can be used in drill lessons.
15. If possible, arrange the furniture in the room so that pupils face each other. This facilitates speech, conversation, and discussion **between** pupils.
16. Occasionally, permit pupils to work in pairs. They can help each other, especially with pronunciation. Each can listen to the other to determine how closely each conforms to standard English.
17. Direct pupils to keep a language notebook, including summaries of lessons, important language concepts, language items which cause particular difficulty, and corrected written drills. Always have pupils correct their own work.
18. The tape recorder can be used in many ways to help pupils acquire standard oral English skills. For example, record short stories, interesting prose passages, news articles, etc., and have pupils listen with earphones to the recordings. The use of earphones concentrates auditory attention. These pupils need **many** listening experiences with standard oral English, together with the lessons. The tape recorder also can be used frequently by small groups of pupils to record their speech and to play back the recordings for criticism and evaluation.
19. Frequently, read to pupils, and play recordings of dramatizations. Have the pupils listen for both content and language items.
20. Do not emphasize letter grades in the standard oral English program. Instead, use verbal encouragement as a means of rewarding pupils. A wide range of pronunciation is acceptable as standard. Concentrate on usage items because the range is not so great; also, stress that standard usage is of primary importance in academic and vocational success.
21. Become familiar with the cultural background of Negro pupils. An understanding of their total cultural background increases understanding of the Negro dialect and of the difficulty involved in teaching Negro pupils standard oral English.
22. Do not attempt to imitate dialect pronunciation. This is especially important for teachers who are members of ethnic groups that do not speak the dialect. When pronunciation differences are discussed, refer to these differences in descriptive terms, rather than by demonstration. For example, do not say "dis"; point out, instead, that in the dialect the **D** sound is substituted for the **TH** sound.
23. When contrasting usage differences, give the dialect **pattern**, but do not give the pronunciation. For example, do not say, "He be done et the samich," as the pupil probably would pronounce the words in this nonstandard pattern. Instead, say, "He be done ate the sandwich," giving a standard pronunciation to the words when contrasting the statement with the standard pattern, "He will have eaten the sandwich."



## MAJOR DIALECT AREAS OF THE UNITED STATES

## **Part One**

# **MOTIVATION**



# SELECTED FRAMES FROM THE FILMSTRIP 'The Languages You Speak'



*Picture No. 1*



*Picture No. 3*



*Picture No. 5*



# LESSON 1

## THE LANGUAGES YOU SPEAK, PART I

- OBJECTIVES:**
- Pupils will understand and be able to express the concept that communication is a means of expressing ideas, feelings, and emotions.
  - Pupils will understand and be able to express the concept that language is one of many means of communication.
  - Pupils will understand and be able to express the concept that spoken language is called oral language.

- MATERIALS:**
- Tape M1, "The Languages You Speak," Part I
  - Script, "The Languages You Speak," Part I (Duplicate)
  - Filmstrip, "The Languages You Speak," Part I (Pictures No. 1 to No. 15)
  - Filmstrip Projector

### PROCEDURE:

#### Introduction

Establish with class the criteria of a good listening situation. List suggestions on the chalkboard; quiet, attentive, makes notes of points not clear or missed.

Write on chalkboard the three concepts to be covered in this lesson. (See Objectives.) Pupils should be encouraged to start a language section on their notebooks. These three concepts could be the beginning of that section.

Class should now be ready to listen to "The Languages You Speak," Part I.

1. **Play tape "The Languages You Speak," Part I.** The tape begins, "Language, what is it?...." Be sure you have a projector set up with filmstrip essential to this lesson.
2. Stop tape recorder in places marked in the script by a series of asterisks, and use the filmstrip pictures in their numbered order at the places indicated.
3. Lead pupils in an evaluation of the material presented.
4. Upon completion of the tape, reinforce the objectives through class discussion.

## **FOLLOW-UP**

- I. Direct pupils to re-read the script, noting carefully important words and listing them; for example,  
**communication, language, conversation, eavesdrop, interpretation**  
Direct pupils to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.
- II. Ask pupils to seek out a photograph, drawing, or any visual aid that communicates a feeling or emotion to the observer.  
Have pupils organize a short oral presentation that expresses what they sense or feel regarding their picture. Have pupils explain also what in the picture evokes this feeling or reaction.
- III. Have pupils list the traffic signals or signs they encounter regularly on the way to school.  
Have pupils discuss the actions to be taken by either a pedestrian or a driver upon seeing these signs.  
Have pupils list all types of warning signs that are generally encountered.  
Discuss the purposes of the various warning signs.  
Have pupils list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.  
Lead a general discussion of these signs or symbols.
- IV. Direct pupils to list a variety of animals and establish what words describe the way each animal communicates; for example,  
**horse – whinny; donkey – bray; dog – bark**  
Encourage a general discussion of why animals communicate. Motivate pupils to relate personal observation of animal communication through either sounds or action.

## THE LANGUAGES YOU SPEAK, PART I

- BOY:** Language, what is it?
- TEACHER:** It is a means of communication.
- GIRL:** What's communication?
- TEACHER:** Communication is a way of expressing ideas.
- BOY:** Only ideas?
- TEACHER:** No, emotions or feelings, too.
- GIRL:** Well, don't all animals do that?
- TEACHER:** Yes, it is believed all living creatures have a way of communicating.  
\*(Different animal sounds – lion, apes, rooster, horse, bird, cow)
- BOY:** What are they saying?
- GIRL:** The lion sounded hungry – or maybe it was angry – or perhaps he was calling his girlfriend.
- BOY:** (Wolf whistle)
- GIRL:** Don't be silly, that's a different kind of wolf. Besides, there wasn't a wolf; it was a lion.
- TEACHER:** Come on now, let's get back to communication and language. It is probably true that all these animals were communicating. We may not understand what they roar, bark, whinny, shriek, or whistle, but another member of their group does. We do know that they watch, sound alarm, have mating calls, announce their hunger, and so on and on. They are expressing their minds and their feelings.
- BOY:** Yes, but people do that too.
- GIRL:** Yes, but we use words.
- TEACHER:** Not always. Tell me what I'm saying.  
Huh, huh (yes)  
Huh, huh (no)  
Huh? (question)  
Hum (doubt)

\*\*\*\*\*

(Stop recorder for interpretation.)

- TEACHER:** Let me prove the point further. See that couple over there--the one where the man's engrossed in reading the sports' page and his wife seems to be browsing through the rest of the paper--
- BOY AND GIRL:** Huh, huh.
- TEACHER:** Let's eavesdrop on their conversation.
- Wife:** I see by the paper there are over three billion people in the world today. Imagine how many different languages they must speak.
- Husband:** Hmm.

## LESSON 1

---

**Wife:** Listen to this. It says here that there are more families of languages among the American Indians than in all of Europe and the Near East.

**Husband:** Uh.

**Wife:** Well, everyone knows Indians don't talk. They just grunt.

**Husband:** Uh -uh.

**Wife:** Are you listening? Well, are you?

**Husband:** (Now puts down his paper) Hmm?

**Wife:** Are you listening?

**Husband:** Huh, huh.

**Wife:** Grunt!

**Husband:** Uh!

**Wife:** But say something. What do you think?

**Husband:** U-u-u-u-uh - Some people talk. Some people grunt.

**GIRL:** She certainly understood him.

**BOY:** And he didn't say a word.

**TEACHER:** That's right - In this world we live in, the people who live in it have many ways of communicating many ideas.

\*(A variety of sound effects: police siren, air raid, siren, telephone bells, railroad crossing wig-wag, automobile horn, radio code communication, clock striking)

\* \* \* \* \*

(Stop recorder for interpretation.)

**TEACHER:** We also have these ways of communicating our ideas and feelings. Listen, see if you can identify the message each of these is trying to put over.

\*(A variety of musical interpretations: fanfare, sinister, Christmas, funeral, circus, teen-age)

**BOY:** Anybody want to dance?

**GIRL:** Oh, keep quiet!

**TEACHER:** We could go on listing and hearing all the sounds we have developed for communicating our ideas or feelings besides grunts and sounds such as: sirens, bells and horns, or the various types of music, but unfortunately we don't have time.

**BOY:** It's true not all of our communication is through sounds; we have also developed symbols, such as writing.

**GIRL:** That's right, writing is actually a series of symbols for the sounds we make.

**TEACHER:** Think of all the symbols you see every day that tell you what to do. Take a look at these. They should refresh your memories.

\* \* \* \* \*

(Stop recorder.)

\*(Teacher shows a series of pictures from the filmstrip, No. 1 through No. 9, of stop signals, R. R. crossing, exit, entrance, caution, etc., and asks class to explain the action that is expected.)



- BOY:** Each of the pictures expressed a very important idea. You should have received a message from each of the word symbols.
- GIRL:** Yes, and a person who couldn't read could have received the message by the shape of the sign or its color.
- TEACHER:** Which means that we also use shape or color to communicate ideas.
- BOY:** Stop is red, and go is green.
- TEACHER:** That's very correct. Man has used color and shape to communicate his ideas and feelings for a long time. Have you ever seen pictures of the old cave paintings?
- GIRL:** Sure--man uses paintings and pictures to put over his ideas and feelings.
- TEACHER:** Very good. Here let's look at these, for example. Now, be ready to explain the feelings or ideas the painters had in mind.
- \*(Teacher shows a series of pictures from the filmstrip, No. 10 through No. 15, of cave drawings, impressionistic painting, calendar art, cartoon, abstract and photograph of dramatic action and asks class to explain the idea or feeling conveyed by the artist.)
- BOY:** In paintings it is not always easy to get the message the painter is trying to communicate.
- GIRL:** That's true, but if we react to the picture, he's communicated something.
- TEACHER:** You're both quite right--but let's go on with communication. What other ways do we use to communicate our feelings or ideas?
- BOY:** Hmm, well, flags--as they used in the Navy.
- GIRL:** Well, even our own flag is a symbol.
- TEACHER:** Yes, what else?
- BOY:** Applause.
- GIRL:** A traffic cop giving hand signals.
- BOY:** A referee at a game.
- GIRL:** A conductor before an orchestra.
- BOY:** How about talking?
- TEACHER:** Of course, that is the most common. Listen to all these situations involving talking that we encounter every day. Let's see if you can identify the situation.
1. (Children playing, laughing, shouting, talking)
  2. (A portion of Lincoln's Gettysburg Address)
 

....We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do it.
  3. (Voices on the telephone)
 

--Number please

--345-6789

--Thank you

--The line is busy. Would you like me to ring again?

--Yes, keep trying, please.

--Thank you. Hold the line. (Pause)

The line is clear. Here is your party.

4. (Advertisement)

--Rinky Dink, Rinky Dink, Rinky Dink is good.  
Rinky Dink, Rinky Dink, is great.  
Rinky Dink, Rinky Dink, is cool.  
Rinky Dink, Rinky Dink, is blue.  
And blue is the color of my true love's drink.  
Have you had the great blue drink--  
Rinky Dink?

5. (A Negro boy asking for a date)

Hey, baby, how 'bout making it to the gig wit me tonight? I know it'll  
be swingin' 'cause that's what's happening. It's going to be a groove.  
You dig? I'll bust by your pad in my short and we can split 'bout 8:00.

6. ("As You Like It," Act II, Scene 1)

Jacques: All the world's a stage and all the men and women merely  
players;  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages.  
At first the infant, mewling and puking in the  
Nurse's arms; and then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then a lover.

**TEACHER:** O.K. Let's have a quick review.

**GIRL:** Language is a means of communication.

**BOY:** Communication is a way of expressing our ideas and feelings.

**GIRL:** And there are many kinds of communication.

**BOY:** Huh, huh, we can grunt.

**GIRL:** And talk, whistle, applaud.

**BOY:** How about bells and horns, flags and signs.

**GIRL:** Music and paintings.

**BOY:** Photographs.

**GIRL:** Talking.

**TEACHER:** O.K. O.K. That's enough for now.

\* \* \* \* \*

(End of "Languages You Speak," Part I)

# LESSON 2

## THE LANGUAGES YOU SPEAK, PART II

**OBJECTIVES:** Pupils will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation; and history and geography.

Pupils will understand and be able to express the concept that many languages have contributed words and terms to our language.

**MATERIALS:** Tape M2, "The Languages You Speak," Part II  
Script, "The Languages You Speak," Part II (Duplicate)

### PROCEDURE:

#### Introduction

Have pupils list all the things they know that determine how a person speaks. Have pupils share their findings with class, and list them on the chalkboard as pupils volunteer them. Lead a brief discussion on the causes for these differences in ways of speaking, giving special emphasis to employment, sex, national origin, age, occasion or situation, history, and geography.

1. Review with pupils objectives learned from the previous lessons.
2. Review with pupils good listening techniques.
3. Play tape "The Languages You Speak," Part II. The tape begins, "Before we get involved...."
4. Stop the tape recorder at the place marked in the script by a series of asterisks and discuss with pupils the reason for this form of oral English.
5. Upon completion of the tape playing, reinforce the objectives through class discussion.

## **FOLLOW-UP**

- I. Direct pupils to write their own dialogue or monologue that would illustrate one of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origin of the speakers
4. Age of the speakers

Tape various pupils reading their scripts.

- II. Have pupils bring a picture from a newspaper or magazine to class.

Direct pupils to write a dialogue of what they think the people in the picture might be saying. Encourage pupils to try accents. Impress on the pupils that the dialogue must reflect the job, age, sex, and national origin of the people.

- III. Direct pupils to make up lists of words of foreign origin that are commonly used in English.

Have various pupils look up the meanings of the words which are new to some members of the class. (The teacher should have a prepared list in anticipation of how difficult it is to recall without previous preparation.)

- IV. Ask pupils to discuss differences of names for the same object with members of their family. Have them make a list and bring it to class; for example, couch, sofa, divan.

Write on the chalkboard "pupils' contributions." (Be prepared to add some of your own.)

With the aid of a map, point out where these differences are found.

Have pupils list objects or actions that have more than one name; for example, film, movie, show, cinema, motion picture.



## THE LANGUAGES YOU SPEAK, PART II

- TEACHER:** Before we get involved further in our study of languages--what it is and what it does--, let's review what we learned last lesson.
- BOY:** One. Language is a means of communication.  
Two. Communication is a way of expressing ideas, feelings, or emotions.
- GIRL:** Remember the lion, the wolf?
- BOY:** \*(A long wolf whistle)
- TEACHER:** Stop that!
- GIRL:** And three. Man has many ways of expressing his ideas, feelings, and emotions.
- BOY:** Yes, for example, sirens and bells; signs; symbols; photographs; pictures; writing and music.
- GIRL:** Spoken language--or oral language--is the most common means of communication.
- TEACHER:** Very good. You should be able to recall: Lincoln's Gettysburg Address.
- BOY:** Rinky Dink (giggle)--well, you know what I mean--advertisement.
- GIRL:** And that guy asking for a date.
- BOY:** The actor.
- GIRL:** The voice on the telephone.  
(Mimic) What number are you calling?
- TEACHER:** Very good. You have good memories. I'm sure you are keeping in mind that all these people communicated their ideas or feeling through oral English--spoken language, that is.
- BOY:** However we don't understand all the English that is spoken--unless we are in the know. Here, for example--listen to this, and see if you understand it.
- DOCTOR:** Alimentation is taken into the mouth which is the beginning of the alimentary canal, a musculomembranous tube about nine meters long, extending from the mouth to the distal orifice, and lined throughout its entire extent by mucous membrane. The process receives different names in the various parts of its course; at its commencement is the mouth, where the provision is made for the mechanical division of the food, this is mastication, and for its admixture with a fluid....
- BOY:** For those of you who aren't in the know, that's a doctor telling you in his language what happens to food after you chew it.
- TEACHER:** Here's one I'm sure the girls will understand.
- FASHION REPORTER:** It is to be understood that the new Britannic couturiers do not fulfill our expectations and it is, as usual, the Gallic contingent that is controlling both ends of this season's gowns. That is to say, the elevation of the décolletage, as well as the line that either covers or exposes the patella. However, the new textiles, especially the synthetics by DuPont, are taking over the industry, for they guarantee a new relaxed attitude toward laundering. Balenciaga and the House of Fath, as well as Givenchy, have used these new textiles in their summer lines....
- GIRL:** I'm with her--I hate to wash clothes--and I think that skirts ought to be short.
- BOY:** So that's what she was talking about--women's clothes.
- TEACHER:** That's right. Now try this one.

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**MECHANIC:** I'll tell you what's wrong Mister Smith. Your poppet valve is sticking in the valve seat, causing your tappets to knock--Understand? If you don't get it repaired, the whole upper head of your engine will burn out, including the entire valve train and your cylinder heads. Understand? In addition, this condition is causing the cam timing to be off, creating pre-ignition in the manifold, and furthermore....

**GIRL:** He isn't communicating with me, but I suppose it's because he was speaking the language necessary for his job. Isn't it interesting that each job or profession has its own language?

**TEACHER:** Very interesting--Now try this one.

**MUSICIAN:** Say Baby, that cat was really cookin'! Really! He's blowin' some sounds that are out of sight! Did you dig on the way he was soulin'? I ain't heard riffs like that since Pres or Bird were makin' it. That cat's sayin' a whole lot.

\* \* \* \* \*

(Stop tape recorder and identify.)

**TEACHER:** Do you think you could guess who this is?

**ASTRONAUT:** ..... looking machine.  
The clam shells are on. The short clam shell, but they are open wide. Evidently the bolts are blown and we will pick up now that voice communication between Hawaii and Gemini IX.  
Go ahead, Gemini IX.  
Gemini IX, all right.

**GIRL:** Sounds like an astronaut.

**TEACHER:** I figured you'd guess that one. Yes, it is one of our astronauts. Now, it should be clear that each job has its own language. Well, so we conclude that the thing you do for a living determines the language you speak.

**BOY:** Are there other things that determine language?

**TEACHER:** Sex does.

**GIRL:** What?

**TEACHER:** I mean whether you are male or female. Men don't speak like women, nor do women speak like men.

**GIRL:** That's true--I wouldn't use the same sort of words that boys use.

**TEACHER:** Well, the difference is more than just the strong words. It's the kind of word, and how they use them. Suppose a man did speak like a woman, he might sound like this:

**MAN:** Would you believe it, on the way to work I passed by Brooks and Sons, and what do you think I saw? I could have died. It was the cutest looking shirt and tie combination. The shirt had the most marvelous looking stripes; they were black on this heavenly blue background and the tie was just out of this world; it had the heavenly blue of the shirt but just the tiniest-teeniest little black design. It was just too much, so I just scooted in and bought it. I'm already regretting it because I saw that awful George wearing a very similar thing. Oh, I could just scratch his eyes out.

**BOY:** I get it--there are certain words that a woman uses in a special way.

**TEACHER:** Right. What else do you think determines language?

**GIRL:** Well, age does. Little kids don't speak like adults.

- TEACHER:** Very true. Now wouldn't it be silly if--let us say--a college professor spoke like a little kid, and the little kid spoke like a professor?
- PROFESSOR:** Hey little girl, watchoo doin'?
- SUZIE:** My dear sir, I am reading Carlyle's tome on the French Revolution.
- PROFESSOR:** The French Revolution? Does it have any pitchers?
- SUZIE:** Only those pictures you can visualize in your mind. For some of the concepts stated within this volume are too elusive to illustrate through any artist's media.
- PROFESSOR:** Gee whiz, what's a book without pitchers?
- SUZIE:** It is regrettable that your perceptual ability is so limited that you cannot conceive a visual image. However, my good man, because of your maturity, I feel it might be possible to discuss with you some of the various social, political, economic groups of the septem-decillion and octodecillion centuries.
- PROFESSOR:** All right, but talk slow, 'cause I gotta think.
- SUZIE:** Shall we first consider the theories proffered by Rousseau in the *Social Contract*?
- PROFESSOR:** Yeah, that sounds real good.
- TEACHER:** We certainly can conclude from this, that age also determines the way you speak.
- BOY:** What else determines the way people speak?
- TEACHER:** Where they come from?
- GIRL:** You mean they might have an accent or something like that because they learned English as a second or third language?
- PERSON #1:** You are quite right young lady. I don't speak English like most Americans because I have just recently come from *Puerto Rico*.
- PERSONS #2, #3, #4, #5:** I don't speak English like most Americans because I have just recently come from *Germany (Colombia, Europe, Bulgaria, Iran)*.
- TEACHER:** Accents are very common in our country, for people from all over the world have come to make this their home.
- BOY:** So far, we've learned that your job, your sex, your place of origin, and your age determine what language you will speak.
- GIRL:** Goodness, what else?
- TEACHER:** The occasion or the situation.
- BOY:** You mean that there are times that I speak one way, and at other times another way?
- TEACHER:** Yes, listen to these two situations involving the same person.
- NARRATOR:** In the front office, Charles Jones is greeted this way after returning from a business trip.
- PERSON #1:** Hi Chuck, what's new? How was New York?
- PERSON #2:** Did you get yourself lined-up with that chick I told you about?
- PERSON #3:** You must've had a good time; you look terrible.
- CHARLES:** I had a ball. Wait until the old man sees the tab.  
(Pause)
- NARRATOR:** Now let us see the same Charles Jones in the boss's office making his report.
- BOSS:** Good morning, Charles. We trust your trip to New York was most successful. Your appearance reflects nothing but accomplishment. Sit down, please.



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- CHARLES:** Thank you, sir. I brought along my expense account.
- BOSS:** Just leave it with the cashier on the way out. Now let's get to the report.
- BOY:** In other words, the language you speak is greatly determined by whom you are speaking to?
- GIRL:** Is there anything else that determines the way you speak? So far we've learned that your job, your sex, your age, where you come from, and the situation or occasion.
- TEACHER:** History. Now listen to this, for this particularly affects us in California. Large sections of our country were once parts of other nations, and English didn't become the first language until rather recently. For example, in Louisiana, French is widely spoken because it once was a French possession. It wasn't until 1804 that Louisiana became part of the United States. In Texas, New Mexico, Arizona, California, and even Southern Kansas, Spanish is widely spoken because all this great area at one time belonged to Spain or Mexico. Do you know there are approximately three and a half million Spanish-speaking people in our country?
- BOY:** There are other groups that have formed large colonies in our country because they found areas which were exactly like those in their home countries.
- TEACHER:** Right. Well give us some for instances.
- BOY:** Well, Swedish and other Scandinavians in Minnesota. The Portuguese along the New England coast and in many places on the West Coast. The Italians in those areas where grapes can be grown for wine, or in those areas where they can fish. Germans in the vast farming areas of the Great Plains. Other groups settled in some large cities because they felt there was more opportunity there.
- GIRL:** Oh yes, like the Chinese in San Francisco.
- BOY:** The Puerto Ricans in New York.
- GIRL:** And the Irish in Boston.
- TEACHER:** Yes, there are many places throughout our country where we will find large groups of non-English speaking people. Yet, these people are all part of this country. As we said, for reasons in our history, these people settled in these areas and contributed to our way of life and our language.
- GIRL:** But how do they contribute to our language if they don't speak English?
- TEACHER:** Very simple. Do you know these Spanish words in our language: patio, lasso, rodeo, adobe, coyote, chili, avocado, plaza, corral, bonanza, mustang?
- BOY:** Here are some French ones: coupé, fiancé, valet, cafe, premier, depot, picayune, and boulevard.
- GIRL:** I have some--these are all Italian: spumoni, minestrone, pizza, macaroni, spaghetti.
- BOY:** I'll have some of each.
- GIRL:** Funny!
- TEACHER:** Here are some German ones: hamburger, pretzel, frankfurter, delicatessen, lager beer, kindergarten, dumb.
- BOY:** How about some Yiddish ones: kibitzer, phooey, schnozzle, schmalz, shmo.
- GIRL:** The Chinese gave us: chow mein, kowtow, tea.
- BOY:** This is all very interesting, but some English doesn't have accents, but it's different.
- TEACHER:** You mean like an Englishman's English is different from an American's English?



- BOY:** Well, yes, sort've. For example, we might give directions like this: Lookit, Jack, when you get off the streetcar, get off the pavement, and get on the sidewalk, go two blocks, turn right, there's a drugstore on the corner, take the elevator down to the garage. You can't miss it.
- MAN:** But an Englishman might say it this way:
- ENGLISHMAN:** All right. You mean, when I get off the tram, I get off the road, get on the pavement, take the second turning to the right, there's a chemist's shop on the corner, I take the lift down to the garage. What do you mean, I can't miss it?
- GIRL:** Here in our country we have people who'll do the same thing with the language but in a different way.
- TEACHER:** You are talking about dialect. Dialect is a variety or a different way of speaking English. We have many varieties of dialect. There are: New England, Midland, Southwest, Southern, Negro, Brooklyn. In some, the difference is in pronunciation of words. For example, in the East they say *interesting*, in the Mid West they say *interestin'*, in the Far West they say *intresting*.
- BOY:** Yeah, we say radio, but in other parts of the country rah-dee-o, and for radiator they'll say rah-dee-ay-tor.
- GIRL:** How about *oil* and *erl*, *goil* and *girl*?
- BOY:** *Vigor* and *vigab*.
- TEACHER:** In some, the difference is in a complete use of the word. In the West, we say hotcakes, out in other parts of the country we'll hear pancake, johnny cake, or griddle cake.
- GIRL:** We say dragon fly; elsewhere it is darning needle, snake feeder, mosquito hawk.
- TEACHER:** When you eat chicken do you find a wishbone?
- BOY:** No, a pulley-bone.
- GIRL:** Do you fish in a *creek*?
- TEACHER:** No, I fish in a *brook*.
- BOY:** And I in a *run*.
- TEACHER:** However, I prefer the *branch*.
- GIRL:** Oh, please, let's stop here. You've given me too much to learn already.
- BOY:** Yes, we have talked about all those things that determine how we speak: our job, our sex, our place of origin, our age, the occasion or the situation, history, where we settle and live.
- GIRL:** We also learned that each major group that settled in certain areas made contributions to one language, with words such as plaza, corral, mustang, spaghetti, hamburger, kibbitz, coupé, and boulevard.
- BOY:** We also learned that not everybody speaks the same way.
- GIRL:** Yes, some people have what is known as a dialect.
- BOY:** And dialect is a variety, or a different way, of speaking English.
- TEACHER:** Let's talk more about this next time.

\* \* \* \* \*

(End of "Languages You Speak," Part II)

# LESSON 3

## THE LANGUAGES YOU SPEAK, PART III

### OBJECTIVES:

Pupils will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.

Pupils will understand and be able to express the concept that dialects are acceptable and effective means of communication.

Pupils will understand and be able to express the concept that standard English is the English most often used by most persons when it is necessary to communicate with other persons.

Pupils will understand and be able to express the concept that the way people speak reflects their background.

### MATERIALS:

Tape M3, "The Languages You Speak," Part III  
Script, "The Languages You Speak," Part III (Duplicate)  
Display Map, "Major Dialect Areas of the United States"

### PROCEDURE:

#### Introduction

Ask class members if they can tell the difference between an accent and a dialect. Have pupils determine what causes accent. Have pupils make a list of American dialects they know. Have members of the class who are able to mimic dialects do so; for example, Brooklynese, Pennsylvania Dutch, Texan.

(A definition of **dialect** is given in the Objectives of this lesson.)

1. Review with pupils all previous objectives. Pupils may refer to their script.
2. **Play tape "The Languages You Speak," Part III.** The tape begins, "Now let me check on you...."
3. Stop tape recorder in places marked in the script by series of asterisks. Be ready to refer to the Display Map, "Major Dialect Areas of the United States."
4. Discuss the meaning of these words, as related to the Objectives of the lesson.

|               |               |
|---------------|---------------|
| 1. dialect    | 4. crossroads |
| 2. isolation  | 5. pitch      |
| 3. mannerisms | 6. metaphoric |
5. Direct pupils to use the above words in sentences.
6. Review the pupils' sentences with the class.
7. Upon completion of the tape playing, reinforce the following important concepts:
  1. Dialectal language is acceptable, but it is important to be able to communicate in standard English.
  2. The way in which you communicate tells who and what you are.
8. Review with the class situations that pupils agree would require standard English.
9. Preview the semester's work with the class.

## **FOLLOW-UP**

- I. On a map of the United States, have pupils indicate areas where there are dialectal differences.  
Ask pupils to determine what caused these differences.  
Have pupils then list literary selections or stories they know that may have come from these areas.  
(The teacher should be prepared to offer titles for the various areas. See following Supplement for Lesson 3.)
- II. Direct pupils, as part of a library lesson, to select a book from a specific dialectal area.  
Have pupils copy passages in which dialect is used.  
Record pupils' readings of these passages.  
Play back the recordings for evaluation by the class members.
- III. Have pupils who have a dialect pair-off and write up a situation dialogue--first in dialect; then in standard English.  
Record both presentations.  
Have the class compare, analyze, and evaluate the presentations in terms of which language was more acceptable in the specific situation.
- IV. Pair off pupils and show them a series of photographs from the newspapers or news magazines. Have them role play the conversation they feel might be taking place.  
Record some of these role playing situations and play back the recordings for class evaluation.

## SUPPLEMENT

Malmstrom, Jean and Ashley, Annabel "Literary Selections Illustrating American Dialects," *Dialects U.S.A.* Champaign, Illinois. National Council of Teachers of English, 1963, pp. 55-58.

### POEMS

|                        |                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------|
| Benet, Stephen Vincent | "The Mountain Whippoorwill" (Georgia)                                                                                  |
| Dunbar, Paul L.        | "The Turning of the Babies in the Bed," "A Coquette Conquered" (Uneducated Southern Negro)                             |
| Field, Eugene          | "Seein' Things" and others (Midwest)                                                                                   |
| Frost, Robert          | "Death of the Hired Man" and other dialogues and monologues (New England)                                              |
| Furman, Lucy           | "Ballad of Kents and Fallons" (Kentucky Mountains)                                                                     |
| Helton, Roy            | "Old Christmas Morning," "Lonesome Water" (Kentucky Mountains)                                                         |
| Lanier, Sidney         | "That's More in the Man Than Thar Is in the Land" and others (Middle Georgia)                                          |
| Lowell, James Russell  | <i>Biglow Papers</i> (Boston Yankee)                                                                                   |
| Riley, James Whitcomb  | "When the Frost Is on the Punkin," "Watermelon Time," "The Little Town of Tailholt," "The Ole Swimmin' Hole" (Indiana) |

### SHORT STORIES

|                           |                                                                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benet, Stephen Vincent    | <i>Thirteen O'Clock</i> (Georgia)                                                                                                                                          |
| Cable, George Washington  | <i>Old Creole Days</i> (New Orleans)                                                                                                                                       |
| Cather, Willa             | <i>Obscure Destinies</i> (Nebraska)                                                                                                                                        |
| Dunne, Finley Peter       | <i>Mr. Dooley in Peace and War, Mr. Dooley's Philosophy, Mr. Dooley Says, Mr. Dooley on Making a Will, and others</i> (Chicago Irish)                                      |
| Freeman, Mary Wilkins     | <i>A Humble Romance and Other Stories, A New England Nun and Other Stories, People of Our Neighborhood</i> (New England)                                                   |
| Garland, Hamlin           | <i>Under the Lion's Paw</i> (Midwest)                                                                                                                                      |
| Harris, George Washington | <i>Sut Lovingood Yams</i> (Tennessee)                                                                                                                                      |
| Harris, Joel Chandler     | <i>Uncle Remus: His Songs and His Sayings, Nights With Uncle Remus, Mingo and Other Sketches in Black and White, Free Joe and Other Georgian Sketches</i> (Middle Georgia) |
| Jewett, Sarah Orne        | <i>Country of the Pointed Firs and Other Stories</i> (New England)                                                                                                         |
| Kober, Arthur             | <i>Ooo, What You Said!, Pardon Me for Pointing, My Dear Bella, That Man Is Here Again, Bella, Bella Kissed a Fella</i> (New York City Yiddish)                             |
| Murfee, Mary Noailles     | ("Charles Egbert Craddock"). <i>In the Tennessee Mountains</i> (East Tennessee)                                                                                            |
| Page, Thomas Nelson       | <i>In Ole Virginia</i> (Negro of the Virginia Plantation)                                                                                                                  |
| Runyon, Damon             | <i>More Guys and Dolls</i> (New York City)                                                                                                                                 |
| Singmaster, Elsie         | "The Belsnickel" (Pennsylvania Dutch)                                                                                                                                      |



Stuart, Jesse "Uncle Jeff," *Head o' W-Hollow*, "Another April," *Tales from the Plum Grove Hills* (Kentucky)

Note: *American Book Collector*, September, 1958, issue, is devoted to Jesse Stuart and contains full bibliographical data for 260 short stories by Stuart.

Townsend, Edward "Chimmie Fadden," *Major Max and Other Stories*, *Chimmie Fadden Explains*, *Major Max Expounds* (New York City)

Twain, Mark "The Celebrated Jumping Frog of Calaveras County," "Baker's Blue-Jay Yarn" (Far West)

West, Jessamyn "The Battle of Finney's Ford" (Quakers)

#### NOVELS

Cable, George Washington *The Grandissimes*, *Madame Delphine* (New Orleans)

Cather, Willa *O Pioneers!*, *My Antonia* (Nebraska)

Eggleston, Edward *The Circuit Rider* (Southern Indiana)

Haun, Mildred *That Hawk's Done Gone* (East Tennessee)

Murfee, Mary Noailles ("Charles Egbert Craddock"). *The Prophet of the Great Smoky Mountains* (East Tennessee)

Page, Thomas Nelson *Red Rock* (Negro of the Virginia Plantation)

Perry, George Sessions *Hold Autumn in Your Hand* (Texas)

Rawlings, Majorie Kinnan *The Yearling* (Northern Florida)

Simms, William Gilmore *Guy Rivers*, *Richard Hurdis*, *The Border Beagles* (Old Southwest Frontier)

*The Partisan*, *Mellichampe*, *Katbarine Walton*, *Woodcraft*, *The Forayers* (South Carolina)

Smith, Seba *My Thirty Years Out of the Senate*, *Life and Writings of Jack Downing* (Maine)

Twain, Mark *Roughing It* (Far West)  
*Huckleberry Finn* (Mississippi River)

#### PLAYS

Bradford, Roark *John Henry* (Louisiana, Mississippi)

Greene, Patterson *Papa Is All* (Pennsylvania Dutch Region)

Kober, Arthur *Having Wonderful Time* (New York City Yiddish)

Van Druten, John *I Remember Mama* (San Francisco Norwegian)

## THE LANGUAGES YOU SPEAK, PART III

- TEACHER:** Now, let me check on you. What were we talking about last time?
- BOY:** Dialect.
- GIRL:** That's right.
- TEACHER:** O.K., what is it?
- BOY:** Well, dialect is a variety, or a different way, of speaking a language.
- TEACHER:** Yes, what else?
- BOY:** Well, in our country there are many dialects.
- TEACHER:** Yes, let's take a look at this map, for example.

\* \* \* \* \*

(Stop tape recorder and study the Display Map, "Major Dialect Areas of the United States.")

- GIRL:** What causes a dialect?
- TEACHER:** Now, that is a good question. A number of things do. First, some of the things we have already learned, such as the origin of the people, and history. Then, we have geographic isolation, concentration of people in small areas, and social isolation.
- BOY:** Isolation? What's that?
- GIRL:** That means being cut off. Being alone.
- TEACHER:** Very good. Take for example, people who live in the mountains, or in areas where it is very difficult to get to. They have very little contact with other people; therefore, they either keep a way of speaking, or their style of speaking develops mannerisms or forms of pronunciation no other group will have. Take, for example, these people. This is a very good case of geographic isolation.
- MOUNTAINEER:** Naw, I reckon it ain't. You ain't never hearin' of no mountaineer a-shootin' nothin' except revenooers. Less he's gonna eat it. Course we wasn't doin' no shootin' much in my home cause we ain't been able to buy lead to make bullets nohow. But I do be a rememberin' one time my granpappy done got some bullets and he been givin' me three of 'em. An' he said, "Now youngin', I wantcha to fatch out yonder way and I wantcha to jump me some rabbits, and I want three rabbits, and I want all three of these here bullets back." "Granpappy, I can't be killin' no three rabbits with one bullet." "I ain't ah aimin' that you could," he be sayin', "but here's what I wantcha to do. You be a goin' out there, you jump 'im and be leavin' that bullet catch 'im an' trap 'im, but don't pass 'im. Now, when you done dressin' that rabbit you get that lead out an' bring it back to your granpappy, an' I'll be leavin' you go huntin' again sometime."
- GIRL:** Why, he's a hill-billy. Hey, I never thought people really talked like that. I thought they were just putting on.
- BOY:** No, it's real. There are a great many in the mountains of Tennessee who speak this way. Their towns and communities are difficult to get to; so, therefore, they are what we call isolated. There are other examples of dialect because of isolation--such as New England, but this is more like standard English.
- TEACHER:** It is easier to understand. Standard English is the name given to the English most often heard in business, on the radio, or TV. If you look at the map, you can see that there are certain areas that are not crossroads for the rest of the nation. You have to plan to get there, because it is not on the beaten path. In such areas, dialects may develop because of isolation.

\* \* \* \* \*

(Stop tape recorder and study the Display Map, "Major Dialect Areas of the United States," in terms of Areas of Isolation.)

- BOY:** There are other reasons for dialect aside from geographic isolation. You said "concentration of people in small areas."
- TEACHER:** Yes, that's right. The most perfect example is this:
- SHARON:** Gertrude?
- GERTRUDE:** Yes, Sharon.
- SHARON:** Gertrude, guess what?
- GERTRUDE:** How could I guess?
- SHARON:** Somebody, a certain somebody from our class invited me out for Saturday night.
- GERTRUDE:** Who?
- SHARON:** Somebody you would never phantom.
- GERTRUDE:** So, who already?
- SHARON:** So, I'll tell you what happened. He comes up to me and he says, "I wish to ask you for a date, if you're not busy Saturday night." Imagine the nerve. Here it's already Tuesday, and he asks if I'm not busy Saturday night. So I says to him, "Listen, I'm busy now, and I'm busy Saturday night, so try another week." Right Gertrude?
- GERTRUDE:** Oh, absolutely right.
- SHARON:** So he says, "I happened to know that you've been so busy these last four weekends, that you go to the late show with your girl friend. And the big deal of the evening is Schrafft's for a soda." So I said to him, I said, "If anyone's been telling you I have been with a girl friend those last four Saturday nights, produce him. What are you, my mother? Give birth to me or something?" How do you like that nerve? Can't take "no" like a gentleman.
- GERTRUDE:** Oh Sharon, I tell you, start up with you. He ought to know better.
- SHARON:** That's right.
- GERTRUDE:** So what'll we see this Saturday night?
- GIRL:** Oh, I've heard that before.
- BOY:** But it sure is hard to understand.
- TEACHER:** Right, but if you know how it came to be, it is easy to understand why it is so hard on the ears. During the late 1800's and early part of this century, many people from Europe came to the United States. They came boat load after boat load. They were Germans, Scots, Portuguese, Irish, Scandinavians, Czechs, Slavs, Italians, Frenchmen, Greeks, Turks, Russians, Poles, and on, and on. All speaking their own languages. They came here because our country offered them security, safety, hope. Most settled first in New York City because it was the gateway to the rest of the country. However, in the city they had to live in very crowded sections. Well, imagine pouring into a small area hundreds and thousands of people all speaking different languages and all trying to learn English at the same time.
- GIRL:** It must have been terribly noisy.
- TEACHER:** It certainly was, and the result was this English you have just heard. It is in reality a mixture of accents, and pronunciation, and mispronunciation, and high pitch.
- BOY:** Hm, it is all understandable, but not clear.



- GIRL:** You also said that social isolation made dialect. What's that?
- TEACHER:** Well, social isolation means that barriers are set up by one group of people that keep another group from having contact with the world beyond the barriers, and, therefore, they are deprived of the experiences and knowledge that comes from having contact with outside groups of people. As a result of this isolation, they develop a way of life and language that is a variety of the other way of life and language. The American Negro is our best example of this. Many American Negroes have a manner or variety of speech that is quite unique. Of course, we all know the history of the Negro and how they came to this country. We should also realize that they were forced into a social isolation which through the years reinforced or emphasized their manner of speech. What is so marvelous is how we feel the influence of their language. There is one area where the Negro dialect is the language primarily used for communication.
- BOY:** Is it in music?
- TEACHER:** Yes, that's right.
- BOY:** I know that terms like these came from the Negro dialect--jam, gig, and swingin', and drivin', blowin', wail, skins, eight-eight, bop, jazz, blues, funky, smilin', finger-poppin-toe-tappin', and cool baby.
- GIRL:** Well, doesn't a lot of our slang come from musicians' jargon?
- TEACHER:** Yes, it does.
- BOY:** These slang terms had their beginning there too--hip, split, rags, fox, boss, tough, fuzz, and groove; bread, soul-sister, foul, grease, dud, and dude.
- TEACHER:** It is a remarkable dialect because it is metaphoric.
- BOY:** Meta--what?
- GIRL:** Metaphoric.
- TEACHER:** That fancy word means it creates mental pictures. For example, this expression:
- NEGRO:** That dude sho' dun his hog las' night. He was drivin' home from a gig, tore-up and he hit a telephone post.
- TEACHER:** It means: A man wrecked his car. Hog is car. Some cars do look like large hogs. Gig is a party. Tore-up means he was a bit inebriated. Tore-up certainly does give one a clear picture of his condition. In other words, a man under the influence of alcohol was returning home from a party and wrecked his car.
- Now listen to this carefully. See how much you understand.
- 1st NEGRO:** Say man, what happened to your eye?
- 2nd NEGRO:** Well, it was like this. I was at this gig rappin' on this rib, and this dude come up and started Bogartin' on me. So I told the dude to flake off and cool it. And guess what? The dude fired. Busted me up side my eye.
- 1st NEGRO:** What did you do, Man?
- 2nd NEGRO:** I fired back. Then we got one on, right then and there at the party. Me and that dude were nubbins' awhile. After I dusted him off, then he came back bop talkin' some old off the wall stuff.
- 1st NEGRO:** What you say to him?
- 2nd NEGRO:** I just shined him on.
- GIRL:** It's understandable, but it's kind've a struggle. Some of the expressions aren't quite clear.



- BOY:** Yeah, what does rib mean?
- TEACHER:** Oh, that means girl or woman. It must come from Adam's rib. Remember that's how Eve was born. See what I mean by metaphoric?
- GIRL:** All this about dialect is most interesting. I hadn't really thought about it before.
- BOY:** Do we have a dialect out here in the West?
- TEACHER:** Yes, and no, because we are an area in development. People from all over the United States are constantly moving in and about this area. Perhaps when it begins to quiet or settle down, a dialect may develop. At present, it is mostly the way some people pronounce certain words, they may say ruff for roof; kidding for joshing, spoofing, or teasing.
- GIRL:** What?
- TEACHER:** Forget it. I'm only teasing, kidding, joshing, or spoofing because I'm tired, exhausted, beat out, used up, whipped, all in, and just plain bushed.
- BOY:** Are there any other dialects?
- TEACHER:** There are a few more. Let's see if you recognize this one.
- TEXAN:** Well, the only way I could ever git a word in sidewise. I have three sisters and a brother down there you know at the kitchen table. An' all I could do was fun 'em. I learned to satirize 'em. You know Bob, honest goodness, that's the way I did. And-a I's scared to jump mama straight, you know. I never come into her straight. I would make fun of one of her friends. I remember I used to git, I pretend I was callin' the roll for a club she belonged to. I'd take an ol' dominicker hen an' hold her wind pipe an' I'd say Sister Talley, an' I'd turn that hen. She's go squawk.
- BOY:** I know that variety of speech--that's a Texan dialect.
- GIRL:** Oh, show-off.
- TEACHER:** Right. It is quite different from most of the other southern dialects because it developed differently. *Texas is made-up mostly of people who came from many of the other southern states. Therefore, their language is a mixture of different other dialects and accents.*
- GIRL:** Isn't it interesting that the way you speak shows so much about your background and history?
- BOY:** Yes, but is it always right to speak in your dialect? We had a bit of trouble understanding some of the dialects we heard.
- TEACHER:** But people who speak in the dialect understand each other. Isn't that the important thing--to be able to communicate with each other? They can make their thinking and feelings understood to those around them, like their friends and families.
- GIRL:** But we don't spend every moment of our day with our friends and families.
- BOY:** No, blast it! We have to work for a living.
- TEACHER:** And that means you have to communicate with your boss and the other employees.
- GIRL:** And certain jobs require you to have contact with lots of people.
- TEACHER:** But the use of languages that is understandable by all is not required only in a business situation. Let us say a person who is a stranger to an area asks a native for directions. The situation might go like this.
- TRAVELER:** Ah, could you direct me to the main highway?
- NATIVE:** Sho' can. You go down this road a piece to some barrens; but just before you git to the barrens, you'll cross a bottom, which shouldn't be flooded cuz the branch done be dry

this time of the year. Yonder beyond the barrens you'll come to some buttes. Count 'em. At the third, you turns right and heads south for the flats. Watch for the cavvy because it will be feedin' there. You takes the north road at the fork and you go straight into town and the pavement.

**TRAVELER:** The barren?

**NATIVE:** Yep.

**TRAVELER:** The bottom?

**NATIVE:** Yeah.

**TRAVELER:** The branch, the third butte, the cavvy, then the pavement. Is there anybody around here goin' into town?

**TEACHER:** What's the problem?

**GIRL:** Why the poor man is no better off than he was before he asked for directions.

**TEACHER:** Here's another situation.

**MAN:** I got the miseries.

**DOCTOR:** Could you describe the type of complaint you have?

**MAN:** I got the so' thoat.

**DOCTOR:** You say you have pain in the proximal end of your esophagus.

**MAN:** I say I got the so' thoat.

**DOCTOR:** Approximately how long has this discomfort been afflicting you?

**MAN:** It's not afflictin' me; it's hurtin' me cus I got the so' thoat.

**DOCTOR:** Ah, could you describe verbally the type of pain you perceive?

**MAN:** I don't receive no pain in the verbally, but my thoat is so'.

**GIRL:** Why, neither is communicating with the other because neither is using standard English.

**BOY:** Standard English! What's that?

**GIRL:** Hmm, you weren't listening when we were told that standard English is the English most often spoken in business and generally heard on radio and TV?

**TEACHER:** Right--it is the English that is spoken in handling the affairs of our country. Here are some examples of people using standard English for reasons that if they didn't use standard English the message would not get across.

**John F. Kennedy (Inaugural Address):**

I do not believe that any of us would exchange place with any other people, any other generation.--The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world. And so my fellow Americans ask not what your country can do for you; ask what you can do for your country...

\* \* \* \* \*

(Stop tape for interpretation.)

**Radio Announcer:**

Astronaut Thomas Stafford, veteran of two other journeys, and rookie Eugene Cernan now are in orbit around the Earth in Gemini IX--which at 6:39 this morning Los

Angeles time, blasted off from Cape Kennedy at a perfect launch under bright sunny skies through which they now are flying at tremendous speed. You heard it live as it happened earlier on KLAC. Metromedia's team of reporters at Florida launch site gave this description of the momentous occurrence.

Blast time nine, eight, seven, six, five, four, three, two, one--ignition of the firing tubes--we are waiting for ignition. There it is. Ready for lift-off. And we have a lift-off. We have a bird. Now the chase through space is under way...

\* \* \* \* \*

(Stop tape for interpretation.)

- CLERK:** Yes, ma'am, may I help you?  
**CUSTOMER:** Yes, I'm looking for a pale blue sweater that will match this skirt.  
**CLERK:** Was there any particular style you had in mind?  
**CUSTOMER:** Yes, a slip-over.  
**CLERK:** Short or long sleeved?  
**CUSTOMER:** Short, please.  
**CLERK:** This is a very lovely blue. I hope I can match it.

\* \* \* \* \*

(Stop tape for interpretation.)

- TEACHER:** Class!  
 Class come to order.  
 Johnny, take your seat.  
 You, Agnes, out with the gum.  
 Johnny, John Patrick Michaels, take your seat.  
 Agnes, that gum.  
 Very well, class, please take out last night's homework.  
 John...

\* \* \* \* \*

(Stop tape for interpretation.)

- BOY:** But are you saying that this is the only language to use?  
**TEACHER:** Absolutely not. Some people need to hold onto their dialect or accents, because they need these to communicate with people in situations or occasions where those who are listening might take offense or feel that he no longer is a part of them. For a moment, let's put the shoe on the other foot. Let's reverse the situation. For those of you who understand Spanish, the problem will become immediately obvious.  
**TOURIST:** Perdone señor--¿pero me pudiera dirigir a la plaza de toros?  
**NATIVE:** Perdone, favor de repetir. No le comprendí.  
**TOURIST:** Me pudiera dirigir a la plaza de toros. The bull fights, you know. Olé toro.  
**NATIVE:** Ah señora ya entiendo--la plaza de toros. Siga Ud. esta calle hasta el Caballito, una estatua del rey Carlos, allí da vuelta hacia la izquierda y continúe unas dos or tres millas hasta el Barrio de San Angel, allí le podran dar más direcciones.



- TOURIST:** Un momento--let me see if I've got it right--I mean--sí, comprendo. I go--voy--hasta el caballo--allí--I go straight.
- NATIVE:** No. No, izquierda, ¿cómo se dice? --Left. --Sinestra.
- TOURIST:** Oh--oh, comprendo--entonces dos millas.
- NATIVE:** Sí, sí--más o menos.
- TOURIST:** What? ¿Qué?
- NATIVE:** Nada, Nada, sígale va bien.
- TOURIST:** No comprendo.
- NATIVE:** ¡Ay Dios me libre! --¿Qué le digo ahora?
- TOURIST:** What? What? I don't understand. --Plaza de toros.
- NATIVE:** Miré en el Caballito da vuelta a la izquierda. Sigue adelante dos or tres millas hasta el Barrio de San Angel.
- TOURIST:** Oh, I get it. Comprendo. Está en el Barrio de San Angel.
- NATIVE:** No señora--en el Barrio de San Angel pide más direcciones. ¡Ay déjelo! ¡Olvídelo! Tome un libre. --¿Ay cómo se dice? ¿Cómo se dice? Ah, sí. Take a taxi.
- BOY:** The frustration suffered by both persons becomes immediately obvious. Communication has not taken place. They don't speak each other's language.
- TEACHER:** Obviously, then the important reason for knowing both languages is to communicate.
- BOY:** Now I get it. It is important to know standard English because, for one thing, it will make it easier to make contact.
- GIRL:** Yeah, and that means all sorts of new jobs become available.
- TEACHER:** Clever, clever.
- BOY:** *That means better-paying jobs and opportunities for higher education.*
- TEACHER:** Right.
- BOY:** And the dialect is important to hold onto because it is necessary for making contact with friends, family, and the community.
- GIRL:** In other words, two languages will be spoken.
- TEACHER:** Yes, two languages.
- BOY:** But the most important thing is to communicate and to be understood.
- GIRL:** Right, because people judge you by how you speak.
- BOY:** Yeah, your mouth tells who you are.
- GIRL:** And what you are.
- BOY:** Therefore, it is absolutely necessary to be able to speak standard English.
- GIRL:** It is absolutely necessary to communicate with people in a way that says you are somebody and you count.

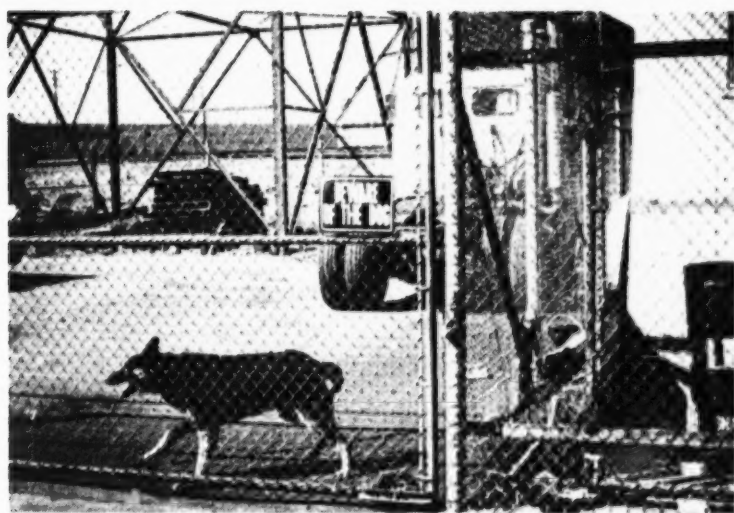
(End of "The Languages You Speak," Part III)



## **Part Two**

## **LESSONS**

**SELECTED FRAMES  
FROM THE FILMSTRIP 'The Languages You Speak'**



*Picture No. 7*



*Picture No. 8*



*Picture No. 9*

# LESSON 4

## TO BE - - PRESENT TENSE

**OBJECTIVES:** Pupils will be able to recognize the difference between the standard and nonstandard usage of the verb **TO BE** in the present tense.

Pupils will develop standard usage of the verb **TO BE** in the present tense.

**MATERIALS:** Tape A1  
Worksheet--Lesson 4 Follow-up

### PROCEDURE:

#### Introduction

Explain that a **verb** describes the action or state of being in a sentence.

Point out that the verb **TO BE** is used in conversation more frequently than any other verb.

Emphasize that **TO BE** is a very irregular verb.

1. Determine whether pupils recognize forms of **TO BE** in four of the following sentences. Write the sentences on the chalkboard.

- |                                |                                          |
|--------------------------------|------------------------------------------|
| 1. He is ready for promotion.  | 4. Pat is going to a party.              |
| 2. I am not a sixth grader.    | 5. Jane dances well.                     |
| 3. He looks older than twelve. | 6. The other man is talking to his wife. |

Write the present tense forms of the verb **TO BE** on the chalkboard.

I am.  
You are.  
He/She/It is.  
We are.  
You are.  
They are.

Emphasize that the third person singular and plural include third person pronouns, proper nouns, common nouns, places, and things.

Have pupils give examples of third person singular and plural proper nouns, common nouns, places, and things that can be used with **is** and **are**.

2. Have pupils recite the conjugation of the verb **TO BE**, present tense.

Be sure pupils are aware of the terms **person**, **plural**, **singular**, **verb form**.

Have individual pupils from one side of the room state **person** (singular or plural). Have pupils from the other side of the room answer and supply the standard **TO BE** verb form. Have pupils refer to the conjugation of **TO BE** written on the chalkboard, as necessary.

#### Examples

Pupil on right side of room: **I**  
Pupil on left side of room: **am**  
Pupil on right: **Mr. Smith**  
Pupil on left: **is**

3. **Play tape for Drill 1** (pattern practice--pupils use subjects with verb pattern). The tape begins, "Listen to the following sentence ..."

Have pupils listen carefully to directions. Stop the tape, if necessary, to determine if pupils understand the directions.

**Pattern:** here every day

- |                      |                          |
|----------------------|--------------------------|
| 1. I                 | _____ am here every day. |
| 2. He                | _____ here every day.    |
| 3. She               | _____ here every day.    |
| 4. They              | _____ here every day.    |
| 5. We                | _____ here every day.    |
| 6. You               | _____ here every day.    |
| 7. Mrs. Jones        | _____ here every day.    |
| 8. My two sisters    | _____ here every day.    |
| 9. Those girls       | _____ here every day.    |
| 10. My brother and I | _____ here every day.    |

4. Have pupils interpret the pattern here every day in as many ways as possible. Use all the persons and the **TO BE** forms from the chalkboard. Pupils may use the pattern, plus the verb **TO BE**, in any context: question, statement, exclamation, negative, etc.

**Examples**

- |                         |                           |
|-------------------------|---------------------------|
| I am here every day.    | He is here every day.     |
| I'm here every day.     | He's here every day.      |
| Am I here every day?    | Is he here every day?     |
| I'm not here every day. | He is not here every day. |
| Here I am every day.    | Here he is every day.     |
| Every day I'm here.     | Every day he is here.     |

5. **Play tape for Drill 2** (response drill). Have pupils answer questions (individually) on tape. Pupils must answer in a positive or negative complete sentence. Remind the pupils that contractions make conversation smoother and more natural and that they may use contractions in their answers. The tape begins, "I shall ask you..."

**Tape questions** Select two pupils for each question--one to answer in the negative, and the other to answer in the positive. Stop the tape recorder after each question.

1. Are you going to the next grade?
  2. Is she your first period teacher?
  3. Am I on the list?
  4. Who is she? Julie Johnson?
  5. Who are you? Tom Thompson?
  6. Is this the room for social studies?
  7. Am I late for sixth period?
  8. Are these your books on the floor?
  9. Are we really in junior high school?
  10. Is it time for the bell to ring?
6. Have pupils summarize the important points of the lesson.
1. Standard verb **TO BE** forms in the present tense are **am, is, are**.
  2. Standard verb **TO BE** forms are very irregular.
  3. Do not use **be** or **bees** as a standard verb **TO BE** form in the present tense.



**FOLLOW-UP**

- I. Have pupils recite the following dialogues in unison. Pupils at one side of the room can recite Voice Number 1, and those at the other side can recite Voice Number 2. Tape individual pairs reciting the dialogue. Have pupils check the taped versions for any nonstandard usage.

Have pupils underline forms of the verb **TO BE** in the dialogue before reading.

1: Are you going to the park Friday?

2: No. My mother is sick and needs me.

1: Aren't you ever allowed any fun?

2: Yes, I am. But I need to help at home this Friday.

1: John and Sarah are going. Everyone is going.

2: Some are always ready for fun. But I can't join you this time.

1: Your mother is mean not to let you go.

2: No. She isn't mean. She's very nice, but she's sick. I don't mind helping her when she's sick.

1: We'll miss you at the park, but I admire your thoughtfulness.

- II. Have pupils write an original dialogue (or their own version of the No. 1 Worksheet dialogue); pupils should try to use as many **is**, **am**, **are** present tense verb forms as possible in their dialogues. Be sure pupils understand the terms **present tense** and **contractions**. The dialogue should be a telephone conversation planning an **after-school** or **weekend activity**. Present tense forms of the verb **TO BE** should be underlined.

- III. Have pupils write two sentences each for the three present tense verb **TO BE** forms: **am**, **is**, **are**.

# LESSON 5

## TO BE - - PAST AND FUTURE TENSES

- OBJECTIVES:** Pupils will be able to recognize the difference between standard and nonstandard usage of the verb **TO BE** in the past and future tenses.
- Pupils will develop standard usage of the verb **TO BE** in the past and future tenses.

**MATERIALS:** Tape A2

### PROCEDURE:

#### Introduction

Have pupils recite present tense forms of the verb **TO BE**. Write the persons on the chalkboard.

|             |      |
|-------------|------|
| I           | we   |
| you         | you  |
| he, she, it | they |

Have pupils recite the complete forms: **I am, You are, He is, She is, etc.**

Call on individual pupils to recite these forms.

Repeat the drill row by row, boys vs. girls, or until it is evident that the class members know these forms well.

1. Ask the pupils to give the meaning of the term **present tense**. Point out that present tense forms of **to be** are **am, is** and **are**.

Next, point out to pupils that the verb **to be** has other forms for past and future tenses. Write the conjugation of the verb **to be** on the chalkboard:

|                |                    |
|----------------|--------------------|
| I was.         | I will be.         |
| You were.      | You will be.       |
| He/She/It was. | He/She/It will be. |
| We were.       | We will be.        |
| You were.      | You will be.       |
| They were.     | They will be.      |

2. Have pupils recite conjugations (past and future tenses of **to be**). Point out that the word **you** is used with **were** in the past tense.

Emphasize that **were** is used with all three persons in the plural past tense.

3. Play tape for Drill 1 (pattern practice--pupils are given subjects to use with a pattern). The tape begins, "Listen to the following sentence..."

#### Pattern 1: in grade school

Subjects for Pattern 1: **He, They, You, Johnny Jones, My big sister, His little brother, We**

#### Pattern 2: home late

Subjects for Pattern 2: **I, He, They, We, My little friend, That tall boy, His uncle Joe, Those upper classmen, Their father**

4. Have pupils summarize the important points of the lesson:

1. **Was** is used with singular subjects. **Were** is used with plural subjects in the past tense.
2. **You** is always used with **were** in the singular and plural past tense.
3. The future tense of the verb **to be** uses **will be** for all three persons, singular and plural.

**FOLLOW-UP**

- I. Have pupils read the following dialogue silently and underline all forms of the verb **TO BE** in the present, past, or future tenses; then, have pupils make a list of these tenses and indicate in parentheses which tense is used.

**Example: is (present)**

1: Hello. This is Mrs. Brown. May I speak to Mrs. Betty Harris?

2: Hello. This is Irene Harris, her daughter. My mother isn't here now. She was called away on an emergency nursing case about an hour ago.

1: When do you expect her home again? I'm here from San Francisco and will be here only a few days. I want very much at least to talk to your mother. We were classmates years ago.

2: It's hard to tell exactly when my mother will return. Usually, she calls to let us know about how long she will be gone, especially if it is an evening emergency. When she calls, I'll tell her about you.

1: Good. I will appreciate your giving her my name and number. I'm Gloria Brown--she knew me as Holman. The phone here is BA 7-6500. I'm staying with my brother, Frank Holman. Frank was one of your mother's boyfriends when we were in school.

2: I'll give the message to mother. It's Mrs. Brown--that is, Gloria Holman-- at BA 7-6500.

1: Yes, that's it exactly.

2: I'll leave a note on the kitchen table. She'll probably have a snack before bed. She will be sure to see it there. She may even call if it isn't too late.

1: Thank you, Irene. I was surprised to hear your grown-up voice. Last time I was here, you were much younger. I'll wait for your mother's call. Good-bye.

2: Good-bye.

- II. Have pupils use past and future verb **TO BE** (was, were, will be) forms in ten original sentences. Verb forms should be underlined. Record sentences and change any nonstandard **TO BE** forms. Remind pupils about **TO BE** contractions, such as **she's**, **I'll**, etc.
- III. Have pupils practice reading the dialogue in pairs. Have all pairs tape record the dialogue.
- IV. Have pupils write a short dialogue of a phone conversation reporting an absence to the Attendance Office. Review telephone procedure and school personnel names, so students can be accurate. Have pupils underline forms of **TO BE** in the dialogues. Pupils can read and tape record the dialogues for class evaluation on the use of **TO BE**.



# LESSON 6

## BEGINNING TH SOUND

- OBJECTIVES:** Pupils will be able to recognize the differences between the nonstandard and the standard pronunciations of words beginning with the **TH** sound.
- Pupils will develop standard pronunciation of the beginning **TH** sound.

- MATERIALS:** Tape A3
- Worksheet--Lesson 6 Follow-up

### PROCEDURE:

#### Introduction

Explain to pupils that the tape recording they will hear has many examples of nonstandard English. Have pupils listen for any words that have a **D** sound at the beginning, where the **TH** sound would have been standard.

1. **Play tape for Drill 1** (pupil examples of nonstandard speech). The tape begins, "Listen to the following statements made by pupils..."

When the tape has been played, ask pupils if they were able to recognize the substitution of the **D** sound for the beginning **TH** sound at the beginnings of some words. Note pupils' identification of these nonstandard words, (examples: dat = that; dis = this). Write standard forms on the chalkboard.

#### Nonstandard samples

These dogs that didn't have their licenses were caught.

Something that he forgot to mail.

Looks like they're not the richest people in the world. Their clothes will do.

I think that they at the hospital, and they running to pick up a patient ... because I think that's a doctor.

2. If pupils did not readily recognize the nonstandard **TH** sound, explain the standard pronunciation of words beginning with the **TH** sound. Demonstrate with the voice that the **TH** is "thuh," not "duh." Have pupils note that there is a marked contrast between the standard and nonstandard pronunciations of beginning **TH** words. Stress that nonstandard speech often substitutes the **D** for the standard **TH** sound.

Replay the tape, until pupils are able to distinguish nonstandard and standard pronunciation of the beginning **TH** sound.

3. Demonstrate the tongue positions when making the voiceless **TH** sound (broad tip and front of the tongue visible between teeth; air escapes between the tongue and teeth).

Have pupils practice the tongue position for the beginning **TH** sound. Tell them to place the tongue as if to pronounce the word **thick**.

4. Contrast the tongue position for the beginning **TH** sound with the tongue position of the beginning **D** sound (tip of tongue on tooth ridge; then released; sides of tongue touching upper teeth).

Have pupils place their tongues as if to pronounce the word **dog**. Next, have them repeat the tongue

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position, as if to pronounce **thick**. Repeat this procedure a few times until pupils appear to discern the difference between the beginning **TH** sound and the beginning **D** sound.

5. Write the following words on the chalkboard, as they appear below:

- |           |           |
|-----------|-----------|
| 1. thick  | 9. thin   |
| 2. think  | 10. thank |
| 3. thing  | 11. throw |
| 4. this   | 12. that  |
| 5. these  | 13. then  |
| 6. they   | 14. than  |
| 7. though | 15. them  |
| 8. those  | 16. their |

6. **Play tape for Drill 2** (pronunciation drill). The tape begins, "Look at the sixteen words ..."

(words listed in Step 5, above)

7. Have the pupils summarize the important points of the lesson:

1. The standard pronunciation of the **TH** never sounds like a **D** sound.
2. The tongue positions are different for the **TH** and **D** sounds.
3. Many common words, such as **thick**, **think**, **thin**, **this**, and **these**, have the beginning **TH** sound.

# **FOLLOW-UP**

- I. Have pupils read the sentences below. First, have them skim the sentences silently; then, have them be ready to repeat each sentence according to the recorded directions.

**Play tape for Drill 3 (sentence drill).** The tape begins, "You should have read ..."

## **Sentences for drill**

1. I think these are their things.
2. We thought they wanted those things.
3. They said to throw the thin things out.
4. These things are not the thin things to throw out.
5. Give them the things to see if they are the thin things to throw out.

Play the tape several times, or until the pupils seem to do the sentences well.

- II. Have pupils practice oral reading of the paragraph below. Pupils should underline beginning **TH** sounds in the paragraph. Each pupil should have an opportunity to record the paragraph.

Have pupils listen to recorded paragraphs carefully to check each on the standard pronunciation of **TH** sounds.

The teacher, or an individual pupil (when he hears his voice on tape), should note the nonstandard (**D** sound) pronunciations of beginning **TH** sounds by circling each of these words in the paragraph. Encourage pupils to continue practice of the standard beginning **TH** sound words.

## **Practice paragraph**

These are very nice, and I thank you. I think you are so thoughtful. I thought you were going to throw them away. They are just the thing to complete my collection.

- III. Have pupils use **thick**, **those**, **than**, **then**, **think**, and **that** in original sentences. Instruct pupils to underline all words beginning with the **TH** sound.
- IV. **Play tape for Drill 4 (sentence drill).** The tape begins, "We should be able ..."

## **Sentences for drill**

Dan said that Don was mean.  
Don said that Dan was not fair.  
Dan said that Don started the fight.  
Don said that Dan had a thick head.  
Dan said that Don thinks he knows everything.  
So, Don and Dan have said that they are no longer friends.

- V. Have pupils number on their papers from 1 to 5, or use the space on their worksheets.

**Play tape for Drill 5 (auditory discrimination drill).** The tape begins, "Many words begin with sounds ..."

## **Words for drill (Pupils write the word they hear twice in each group of three.)**

- |           |       |        |
|-----------|-------|--------|
| 1. them   | dim   | them   |
| 2. Dan    | than  | than   |
| 3. those  | those | doze   |
| 4. they   | day   | day    |
| 5. though | dough | though |

# LESSON 7

## FINAL TH SOUND

**OBJECTIVES:** Pupils will be able to recognize the difference between the standard and nonstandard pronunciations of words with the final **TH** sound.

Pupils will develop standard pronunciation of the final **TH** sound.

**MATERIALS:** Tape A4

Worksheet--Lesson 7 Follow-up

### PROCEDURE:

#### Introduction

Review by asking pupils the difference between the words in the following two columns on the chalkboard:

|      |       |
|------|-------|
| the  | with  |
| them | mouth |
| that | both  |

The first column contains beginning **TH** words. The second column contains words with a final **TH**. Underline the **TH** in each word to emphasize the contrast in the positions of the beginning and the ending **TH** sounds.

Have one pupil demonstrate the tongue position for the standard beginning **TH** sound. Ask pupils to recall the problem with nonstandard beginning **TH** sounds.

1. Explain the standard pronunciation of words ending with the **TH** sound. Contrast nonstandard pronunciation of the final **TH** sound with the standard pronunciation. In nonstandard speech, the **F** sound is substituted for the final **TH**: **with** becomes **wif**; **both** becomes **bof**; **mouth** becomes **mouf**. Have pupils suggest additional words which can be contrasted.
2. Demonstrate the tongue position when making the standard final **TH** sound. (Tongue is between the teeth.)

Have pupils pronounce words with final **TH** sound and notice the position of the tongue. Give them **myth**, **mirth**, and **health** to pronounce first; the **F** sound usually is not substituted in these words.

3. List the following words on the chalkboard, as they appear below. Pronounce the words for the pupils. Give definitions of unfamiliar words.

- |           |            |
|-----------|------------|
| 1. mirth  | 12. myth   |
| 2. wreath | 13. worth  |
| 3. death  | 14. breath |
| 4. north  | 15. south  |
| 5. both   | 16. broth  |
| 6. youth  | 17. tooth  |
| 7. math   | 18. path   |
| 8. truth  | 19. booth  |
| 9. with   | 20. fifth  |
| 10. mouth | 21. cloth  |
| 11. bath  |            |



4. **Play tape for Drill 1** (pronunciation drill on words listed in step 3, above; point to each word as the pupils pronounce it). The tape begins, "In standard English ..."
5. Have pupils summarize the important points in the lesson:
  1. Tongue position for final **TH** sound is between the teeth.
  2. The **F** sound should not be substituted for the final **TH** sound.
  3. Common final **TH** words include: death, north, both, youth, math, truth, with, mouth, bath, worth, wreath, south, tooth, path, cloth, health.

## FOLLOW-UP

- I. **Play tape for Drill 2** (sentence drill). Distribute duplicated copies of sentences for pupils to follow as the tape is played. The tape begins, "The following sentences contain ..."

## Sentences for drill

1. Lack of breath will cause death.
  2. That youth wants the truth about his broken tooth.
  3. The wreath on the door means there is a death.
  4. It is not worthwhile to make your own path south.
  5. That was the fourth tooth knocked out of his mouth.
  6. Math class meets fifth period.
  7. He wants to visit both the north and south sides of town.
- II. Go over the paragraph below with the pupils. Explain that the paragraph has directions given to a guest in a strange place. Have pupils practice reading the paragraph; then record it. Check for any nonstandard pronunciations of the final **TH** sound during the playback.
- Use this wash cloth for your bath. Try the shower booth to the south, not the north. Yours is the fifth towel on the rack. You may wash your teeth, too.
- III. Have pupils write a paragraph using as many final **TH**-sound words as possible. Give them a choice of any topic, such as: **North vs. South**; **The Birth of Mirth**; or **The Mystery of the Sixth Tooth**. All final **TH** words should be underlined in the paragraph.
- IV. **Play tape for Drill 3** (audio discrimination drill). Have pupils number on their papers from 1 to 10 before the tape is played. Pupils are to write **A** or **B** next to each number to indicate which word was pronounced with the standard final **TH** sound. When answers are given, write them on the chalkboard for a double check. The tape begins, "Listen to the following list of words ..."

## Drill words

- |             |           |
|-------------|-----------|
| 1. A. with  | B. wiff   |
| 2. A. math  | B. laugh  |
| 3. A. deaf  | B. death  |
| 4. A. both  | B. buff   |
| 5. A. puff  | B. path   |
| 6. A. myth  | B. muff   |
| 7. A. wife  | B. worth  |
| 8. A. brief | B. breath |
| 9. A. cloth | B. cough  |
| 10. A. beef | B. teeth  |

## Answers

- |             |              |
|-------------|--------------|
| 1. A. with  | 6. A. myth   |
| 2. A. math  | 7. B. worth  |
| 3. B. death | 8. B. breath |
| 4. A. both  | 9. A. cloth  |
| 5. B. path  | 10. B. teeth |

# LESSON 8

## WHO AM I?

**OBJECTIVE:** Pupils will be able, with confidence, to express orally certain basic and important facts about themselves.

**MATERIALS:** Tape A5  
Worksheet--Lesson 8  
A Pupil Personal Information Form, completely filled out by the teacher on himself, a fictitious student, or a leading personality

### PROCEDURE:

#### Introduction

Direct pupils to answer the question "Who Am I?" with three descriptive words.

Encourage pupils to select three words that truly describe them as a person; for example,

- a. boy, athletic, student
- b. talented, hardworking, happy
- c. dancer, Mexican, mechanic

Discuss with pupils the importance of being able to answer questions about themselves--emphasizing such things as self-respect, dignity, and good image.

1. Distribute Pupil Personal Information Form.
2. Explain to pupils the importance for accuracy and completeness in filling out forms.
3. Draw from pupils reasons why personal information forms are important. Write the reasons on the chalkboard.
4. **Play tape for Drill 1.** The tape begins, "The following silly narration..." Pupils will hear a fictitious pupil tell about himself.
5. Read to pupils the Pupil Personal Information Form that you have previously prepared on yourself or a fictitious pupil, carefully pointing out the technique used; for example,  
My name is John Smith. I live at 222 North Washington Boulevard, Los Angeles, California.  
My telephone number is AXminister 4-5677. I was born on April 26, 1933, in Los Angeles, California. My age is \_\_\_\_\_, etc.
6. Ask a pupil to narrate information. (Tell pupils that they do not have to give all of the information on sheet orally; they may exclude any information they believe is too personal to share with the class.)
7. Guide the pupils in evaluation of a single pupil's presentation.
8. Direct the pupils in pairing off to practice their presentations.
9. Ask three pupils to record their presentations. (Pupils first selected should be those who are reluctant participants in class activities.)
10. Guide analysis and evaluations of various presentations. Encourage pupils to point out errors in pronunciation, usage, etc.
11. Repeat Steps 8 and 9 until the majority of pupils have had an opportunity to participate.

## **FOLLOW-UP**

- I. Direct pupils to create a fictitious character and to make up a Pupil Personal Information Form on him.

Pair off pupils to practice an interview situation, with pupils alternating in the roles of interviewer and interviewee.

Ask for volunteers to make presentations to the class.

Record pupils' presentations.

Direct pupils to analyze and evaluate the presentations.

- II. Guide pupils in filling out a Pupil Personal Information Form on either a historical or a contemporary personality.

Encourage various members of the class to play the roles of interviewer and interviewee.

Record pupils' unrehearsed presentations.

Direct pupils to analyze and evaluate the presentations.



**PUPIL PERSONAL INFORMATION FORM**

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Telephone \_\_\_\_\_ 4. Date of birth \_\_\_\_\_
5. Place of birth \_\_\_\_\_ 6. Age \_\_\_\_\_
7. Father's name \_\_\_\_\_ 8. Mother's name \_\_\_\_\_
9. Number of brothers \_\_\_\_\_ 10. Number of sisters \_\_\_\_\_
11. Age of eldest child in family \_\_\_\_\_ 12. Age of youngest child in family \_\_\_\_\_
13. Father's type of work \_\_\_\_\_
14. Father's place of employment \_\_\_\_\_
15. Mother's type of work \_\_\_\_\_
16. Mother's place of employment \_\_\_\_\_
17. Father's place of birth \_\_\_\_\_
18. Mother's place of birth \_\_\_\_\_
19. Are there any other people living in your home, besides your parents and brothers and sisters? Who are they?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
20. What language do you speak with your parents? \_\_\_\_\_

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21. What language do you speak with your brothers and sisters? \_\_\_\_\_

22. What is your favorite subject in school? \_\_\_\_\_

23. Why? \_\_\_\_\_  
\_\_\_\_\_

24. What subject do you like the least? \_\_\_\_\_

25. Why? \_\_\_\_\_  
\_\_\_\_\_

26. How much time do you spend every day watching TV? \_\_\_\_\_

27. What three programs do you enjoy the most? \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

28. How often do you go to the movies? \_\_\_\_\_

29. What are three recent films that you enjoyed very much?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

30. What are the names of the junior high schools you have attended?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

31. What are the names of the elementary schools you attended?

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_

32. If you could have any three wishes, what would you wish for?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# LESSON 9

## THIRD PERSON SINGULAR, PRESENT TENSE

**OBJECTIVE:** Pupils will be able to recognize the difference between the standard and nonstandard third person singular, present tense.

**MATERIALS:** Tape A6  
Worksheet--Lesson 9 Follow-up

### PROCEDURE:

#### Introduction

Write the following sentences on the chalkboard:

He write with his left hand.

He talk too loudly.

She writes love letters.

She talks softly.

Have pupils determine which of the four sentences are standard. Discuss the difference between the two verb forms of the third person singular and plural, present tense.

1. Explain to pupils that in standard English the regular verbs change in the present tense when **he, she, it, a person's name, or an object** is the subject (actor) of the sentence. Have pupils note that, in writing, an **s** (or **es**) is added to the verb in the third person singular, present tense.
2. Have pupils suggest sentences using the following regular verbs: **work, talk, sniff, eat**. Give the pupils third person subjects to use in sentences with present tense verbs. Write pupils' sentences on the chalkboard. Discuss any nonstandard verb forms and change them to standard. Emphasize that in writing the standard verb forms, **s** is added to the third person singular, present tense.
3. **Play tape for Drill 1** (pupil examples of nonstandard third person singular, present tense). Have pupils listen for examples of any nonstandard third person singular usage. The tape begins, "The following statements were ..."

#### Nonstandard examples

1. He look like he in a street and if he don't move, well I don't know ...
2. He look real serious like he don't know.
3. Sometimes she talk, she dress neat all the time she work.

Ask pupils how one tells whether the third person singular, present tense verb is standard. (Pupils should all agree that standard third person singular, present tense verbs have an ending sound.)

**Play tape for Drill 1, again.** Have pupils write down all the nonstandard third person singular, present tense verbs they hear. Give special recognition to the pupil with the longest list, and ask this pupil to read his list. As each item is called, have the other pupils change the nonstandard forms to standard. Be sure that pupils pronounce the ending sound for the third person singular, present tense verbs.

4. **Play tape for Drill 2** (pattern practice with third person singular, present tense verbs). Have pupils listen to the complete drill before following directions. The tape begins, "Repeat the following



sentence ...”

**Pattern 1: drives a new car to work**

Subjects for Pattern 1: She, Mrs. Jones, My father, Harry, The secretary, The boy, My neighbor, My friend

**Pattern 2: gives a party every month**

Subjects for Pattern 2: Our family, His neighbor, One of my best friends, Little Richard, Aunt Sally

5. Have pupils summarize the important points of the lesson:
  1. Standard English third person singular, present tense verbs, require an ending sound.
  2. Nonstandard third person singular verbs omit the ending sound.

## FOLLOW-UP

- I. Have pupils read directions silently as you read them orally. Remind pupils that all answers require the third person singular, present tense form.

Have individual pupils read the completed sentences.

1. Mrs. Perry \_\_\_\_\_ a box of candy every day. (eat)
2. He \_\_\_\_\_ at television when he finishes his homework (look)
3. The wagon \_\_\_\_\_ some oil to stop the squeaking. (need)
4. The playground director \_\_\_\_\_ another ball for the game. (want)
5. She \_\_\_\_\_ late on Saturday morning. (sleep)
6. Mother \_\_\_\_\_ the best apple pie. (make)
7. He \_\_\_\_\_ double without his glasses. (see)
8. John \_\_\_\_\_ he is not ready for the test. (say)
9. Mr. Warner \_\_\_\_\_ the car in his garage, rain or shine. (park)
10. The clock \_\_\_\_\_ to be slow today. (seem)
11. They \_\_\_\_\_ like the new neighbors. (look)
12. Leon \_\_\_\_\_ a new car every year. (like)

- II. Have pupils practice reading the following paragraph orally. Emphasize that the ending sound should be heard on all third person singular, present tense verbs. The final x in the third person singular, present tense, should be circled.

Johnny wants a new bike. So, he works every day after school. He never misses a day of work; each pay day he saves his money. His mother keeps it for him. He looks forward to buying a new green bike.

Record pupils reading the paragraph, and have other pupils check for nonstandard items during the playback.

- III. A. Have pupils prepare original paragraphs or sentences describing a classroom or an interesting object. The standard third person singular, present tense, should be used as much as possible.
- B. Have pupils describe a contemporary famous personality. Four clues are to be given in the third person singular present tense. Each clue that no one guesses is worth five points. Each clue which is stated in standard English, third person singular, present tense, and is not guessed, is worth ten points. Encourage pupils to strive for the maximum of 40 points.
- IV. Have pupils read the sentences below and underline each standard third person singular, present tense verb. Nonstandard verbs are to be crossed out. Allow about 10 or 15 minutes for this exercise.

1. He runs like a wild animal.
2. John act like he doesn't know what to do.
3. She try to be a ninth grader.
4. Who want that extra box of pencils?
5. Sue looks very stunning in her blue outfit.
6. He eat too many sweets.
7. She close the door with a bang.
8. Larry works hard in school.
9. Where does he work after school?
10. Tim's brother drives too fast for me.

V. **Play tape for Drill 3** (pattern practice drill). The tape begins, "Repeat the following ..."

**Pattern 1: thinks television is a great invention**

Subjects for Pattern: The class, His English teacher, The boy in the back seat, Mary's brother

**Pattern 2: likes hot sauce**

Subjects for Pattern 2: My cousin, His friend, Our pastor, That little boy, Willie

# LESSON 10

## IRREGULAR PLURALS

**OBJECTIVES:** Pupils will develop standard pronunciation of certain irregular plurals: **children, men, teeth, women, geese, feet, mice, loaves.**

**MATERIALS:** Tape A7  
Worksheet--Lesson 10 Follow-up

### PROCEDURE:

#### Introduction

Explain to pupils that this lesson concerns irregular plurals. Ask pupils which plurals are nonstandard in the following sentence which you have written on the chalkboard: **These childrens will soon be mens and womens.** Pupils should point out the nonstandard plurals. Next, ask why **childrens, mens, and womens** are nonstandard. Point out that certain irregular plurals do not need an **s**; that the words change to make the plurals.

1. Have pupils suggest words that change form in the plural, such as **children** and **men**; and write these words on the chalkboard. Explain that such words do not need an **s** to make them plural. Emphasize that irregular plurals change in spelling. The list on the chalkboard should include:

| Singular |   | Plural   |
|----------|---|----------|
| child    | — | children |
| man      | — | men      |
| woman    | — | women    |
| tooth    | — | teeth    |
| goose    | — | geese    |
| foot     | — | feet     |
| mouse    | — | mice     |
| loaf     | — | loaves   |

Underline the plural forms and emphasize that there is no need for a final **s** in these words; that they already are plural forms.

2. **Play tape for Drill 1** (sentence drill on standard irregular plurals). The tape begins, "An irregular plural is a word ..."

**Sentences for drill** (Pupils repeat only the sentences containing standard plurals.)

1. The mens were on the job early every morning.
  2. All children like summer time.
  3. The geese are becoming a problem.
  4. The dentist filled two teeth.
  5. Bring me five loafs of bread.
  6. We found three mouses in the closet.
  7. The women need more help.
  8. His feets hurt.
3. Have pupils stage unrehearsed, imaginary telephone conversations, to be tape recorded. Remind pupils to use standard pronunciations.



**Sample conversation topic**

Hello. This is Thelma Thornberry. I have five children and I need some information about the care of their teeth. I want them to have strong teeth when they grow up to be men and women.

**Suggested additional topics**

a grocery order (loaves)

a shoe problem (feet)

odd animals (geese, mice)

Have pupils use irregular plurals (already listed on the chalkboard) in original sentences. Tape record the sentences, and have pupils check each other to determine any nonstandard pronunciations.

4. Have pupils summarize the important points in the lesson.
  1. Some words have irregular plurals.
  2. Irregular plurals do not need s or es endings in writing.
  3. A list of words that have irregular plurals can be learned.

## FOLLOW-UP

- I. Have pupils fill in the worksheets with the appropriate irregular plurals studied in the lesson. When most pupils have completed the assignment, call on various pupils for the answers. Answers should include the complete sentences with the added word spelled. Discuss any errors made in choice, pronunciation, or spelling.
1. I saw two \_\_\_\_\_ and ten ducklings in the pond.
  2. Two \_\_\_\_\_ pulled the covered wagon for the pioneers.
  3. Is it time for the \_\_\_\_\_ to fly south?
  4. We set a mouse trap for those \_\_\_\_\_.
  5. His shoes hurt his \_\_\_\_\_.
  6. She baked several \_\_\_\_\_ of bread.
  7. Do you brush your \_\_\_\_\_ every day?
  8. The \_\_\_\_\_ cooked lunch for the \_\_\_\_\_ working in the fields while the \_\_\_\_\_ played.
- II. Play tape for Drill 2 (pupils, given the singular form of a word, reply with the plural.) The tape begins, "Be careful when you say ..."

### Words for drill

- |          |          |
|----------|----------|
| 1. child | 5. foot  |
| 2. tooth | 6. man   |
| 3. loaf  | 7. mouse |
| 4. goose | 8. woman |

- III. Have pupils read practice paragraph carefully. Go over directions with the pupils, and tape record their readings of the paragraphs.

Listen to recitations and have pupils check any nonstandard pronunciations, especially of irregular plurals.

They showed the children the miniature glass collection. There were fancy costumes on the small men and women. The various animals, such as geese and mice, were very life-like.

- IV. Discuss other plurals, besides irregular plurals, that cause problems for pupils; for example, *desses* for *desks*; *tesses* for *tests*.

# LESSON 11

## MY SCHOOL DAY

**OBJECTIVES:** Pupils will be able to relate with confidence and accuracy their school program and activities.

Pupils will be aware of the importance of giving information accurately and with assurance.

**MATERIALS:** Tape A8  
Worksheet--Lesson 11  
Copy of school master program with teachers' names

### PROCEDURE:

#### Introduction

Ask one of the more spontaneous pupils of the class to tell about his school day. What is it like? Where does he go? What does he do? With whom does he spend the day?

Have the class members evaluate how well informed and organized the pupil was in his presentation. Have members of class state any weaknesses they may have found in the presentation.

Lead the discussion into the importance of making a well-organized presentation.

1. Establish with the class the importance for accuracy in recording information. Write pertinent reasons on chalkboard.
2. Distribute blank Program Forms.
3. Aid pupils in filling out the forms.
4. **Play tape for Drill 1.** The tape begins, "I am Louis Lopez..." The tape demonstrates form the pupils will use in their oral presentations. Analyze the technique used and guide pupils through adapting the method to their programs. (Tape should be played a second time for reinforcement of technique.)
5. Ask for a volunteer to report to class using his program as a guide. Prior to presentation, teacher should draw from pupils those points that make for a good presentation.
6. Guide pupils through analysis and evaluation of the presentation.
7. Direct pupils to pair off and practice their presentations.
8. Tape record presentations of pupils in groups of three or four.
9. Guide pupils in analyzing and evaluating the presentations.
10. Repeat Steps 8 and 9 until the majority of the pupils have participated.

## **FOLLOW-UP**

- I. Direct pupils to pair-off and prepare a dialogue in which one interviews the other regarding his program. Pupils should alternate.  
Tape record pupils interviewing each other. Encourage the class members to evaluate.
- II. Have pupils in groups of three or four create a fictitious character in a school situation, or in any situation they wish.  
Have one of the group assume the role of the fictitious personality; then, have a pupil outside the group interview him about his day or his background.



MY SCHOOL DAY

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

SCHOOL ADDRESS: \_\_\_\_\_

GRADE: \_\_\_\_\_ HOMEROOM: \_\_\_\_\_ HOMEROOM TEACHER: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

| PERIOD | CLASS | ROOM | TEACHER |
|--------|-------|------|---------|
| I      |       |      |         |
| II     |       |      |         |
| III    |       |      |         |
| IV     |       |      |         |
| V      |       |      |         |
| VI     |       |      |         |

LENGTH OF SCHOOL DAY: \_\_\_\_\_

LUNCH PERIOD: \_\_\_\_\_

SCHOOL SOCIAL OR SPECIAL INTEREST CLUBS: \_\_\_\_\_

WHAT TYPE OF A STUDENT ARE YOU? \_\_\_\_\_

WHAT DO YOU THINK YOUR FINAL GRADES WILL BE? \_\_\_\_\_

WHAT ARE YOUR PLANS AFTER YOU LEAVE THIS SCHOOL? \_\_\_\_\_

# LESSON 12

## DOUBLE NEGATIVE

- OBJECTIVES:** Pupils will be able to recognize the nonstandard double negative.  
Pupils will be able to speak without using the double negative in standard English.

- MATERIALS:** Tape A9  
Worksheet--Lesson 12 Follow-up

### PROCEDURE:

#### Introduction

Have pupils suggest a list of words that express the negative or a lack of something. Write the words on the chalkboard. (Such words include **no, none, not, nothing, nobody, no one, neither, nor, hardly, scarcely, barely.**)

1. Have pupils suggest three or four sentences containing negative words. Refer to the list on the chalkboard.

Write the sentences on the chalkboard. If necessary, change any of the nonstandard sentences to standard English. Emphasize that in standard English a sentence needs only one negative, and cross out the unnecessary negative. If pupils are reluctant to give examples, use the ones below.

#### Examples

He doesn't have anything.

He has nothing.

They don't have any paper.

They have no paper.

Mary didn't ask anybody.

Mary asked no one.

2. **Play tape for Drill 1** (sentence drill). The tape begins, "In standard English ..."

#### Sentences for drill

- |                                   |                                            |
|-----------------------------------|--------------------------------------------|
| 1. He never eats much meat.       | 7. He has nothing to eat at home.          |
| 2. He doesn't have any lunch.     | 8. She won't eat fattening foods.          |
| 3. He doesn't have any money.     | 9. I didn't want anything.                 |
| 4. He won't ask for any help.     | 10. Nobody was there for second helpings.  |
| 5. I never eat alone.             | 11. They hardly ever serve extra desserts. |
| 6. Nobody was ready for that pie. |                                            |

3. Ask pupils to reply negatively to the following questions:

Do you have any pencils? (No. I don't have any pencils.)

Are you talking? (No. I'm not talking.)

Is that your father? (No. He isn't my father.)

Is that gum in your mouth? (No. That's not gum in my mouth.)

Insist that answers be direct and in the negative. Replies should not contain a double negative. Point out that the word **no** preceding the negative answer is not considered a part of the sentence which

follows it. Emphasize that a following sentence is needed to explain the short answer.

If necessary, practice with a few more sentences:

Did he lose his book again? (No. He didn't lose his book again.)

Is it time for lunch yet? (No. It isn't time for lunch yet.)

4. **Play tape for Drill 2** (questions to answer using negative words). Have different pupils be responsible for the different questions asked; for example, after the directions, indicate that a specific pupil is to respond. Do not hesitate to stop the playback, when necessary, and to help pupils respond in standard sentences without using the double negative. The tape begins, "Listen to the following ...". Be sure that pupils answer in complete, standard sentences.

**Questions for drill**

1. Did anybody miss the test? (nobody)
  2. Have they done their homework? (haven't)
  3. How many were left after Stan's turn? (none)
  4. Will our row win the contest? (won't)
  5. Does she ever give anything to the school drives? (nothing)
  6. Aren't they ever ready on time? (never)
  7. Does your friend ever cheat? (hardly)
  8. Does he follow directions? (Won't)
  9. Do you ever help her? (never)
  10. Do you have an old model car? (don't)
5. Have pupils summarize the important points of the lesson:
1. In standard English, a sentence needs only one negative word to show a lack of something. (He doesn't have any paper. He has no paper.)
  2. Negatives can be included in words which make a contraction. When using these words, it is not necessary to use any of the following negative words: **no, none, not, nothing, nobody, no one, neither, nor, hardly, scarcely, barely.**

## FOLLOW-UP

- I. Have pupils change the following sentences into standard English. Each sentence should be rewritten. Encourage pupils to respond in more than one way.

**Example**

*Nonstandard:* My friends don't never fights me.

*Standard:* My friend doesn't fight me.

My friend never fights me.

1. My friend doesn't never fight me.
2. He can't hardly walk with his weight.
3. We don't never get to have no fun.
4. He doesn't ask nobody for nothing.
5. He doesn't know nothing about that fight.
6. He doesn't never steal.
7. If he starts eating, he won't never stop until everything in sight is gone.
8. There wasn't nobody to help do the yard.
9. We didn't want nothing, so we decided not to work.
10. We don't never get in trouble.

- II. Have pupils use the following words in sentences. Negative words should be underlined. Remind pupils to check each sentence to be sure there is only one negative expression for each sentence.

|         |         |
|---------|---------|
| no      | no one  |
| none    | doesn't |
| never   | not     |
| nothing | ever    |
| nobody  | hardly  |

- III. Play tape for Drill 3 (pupils answer questions and use **don't**). Have pupils respond to the tape by rows (begin from right to left, front to back, etc.) Write **don't**, **doesn't**, **didn't**, on the chalkboard for reference. The tape begins, "Listen to the following questions ..."

**Sentences for drill**

**DRILL 3A**

1. Did you need an ink pen?
2. Did Lois lose her purse?
3. Did he eat any breakfast?
4. Did June want any more soup?
5. Did she buy a spring outfit?
6. Do we waste money?
7. Does she like jewelry?
8. Does Mrs. Jones pay cash at the store?
9. Did she pay the light bill?
10. Does she want the children in for dinner?

**DRILL 3B**

1. Does he ever eat spinach?
2. Do you ever travel out of state with your folks?
3. Do they ever go to Disneyland?



4. Does he want to be a teacher?
5. Does the dog ever bite?
6. Does she ever pay back what she borrows?
7. Does he ever bring his lunch?
8. Does he ever write neater?
9. Does she ever stop talking?
10. Do you ever pay bills for your folks?

IV. **Play tape for Drill 4** (pupils answer questions and use negative words). The tape begins, "Listen to the following ..."

1. Did anyone lose anything yesterday? (nobody)
2. Was anything missing from her purse? (nothing)
3. Was anyone around at the time of the theft? (no one)
4. Should you stay out late on a school night? (shouldn't)
5. Will he miss class again? (won't)
6. Will she ever go on a diet? (never)
7. Does he ever forget anything? (never)
8. How many were absent from class during the rainy week? (none)
9. Did Tom finish his lesson? (didn't)
10. Aren't they ever at home? (never)

# LESSON 13

## OR SOUND

**OBJECTIVE:** Pupils will develop standard pronunciation of the following words: wore, floor, for, store, more, tore, door, bore, your, four, roar, tore, your.

**MATERIALS:** Tape A10  
Worksheet--Lesson 13  
Worksheet--Lesson 13 Follow-up

### PROCEDURE:

#### Introduction

**Play tape for Drill 1** (conversation between a nonstandard and a standard speaker during an interview). The tape begins, "Many young people come ..."

Ask pupils to explain why the two speakers could not communicate. Discuss the problem of words ending in the **OR** sound. Discuss the problem words listed below. (Do not write the nonstandard pronunciation spellings of the words on the chalkboard.)

|                |                         |      |        |
|----------------|-------------------------|------|--------|
| for            | - fo'                   | more | - mo'  |
| Bordon Rayford | - Boden Rafo (optional) | bore | - bo'  |
| before         | - befo'                 | tore | - to'  |
| store          | - sto'                  | sure | - sho' |
| door           | - do'                   | your | - yo'  |
| floor          | - flo'                  |      |        |

1. Explain the communication problem that is caused when words such as **for**, **more**, and **wore** are pronounced without the ending **R** sound. Be sure pupils understand the concept of homonyms. Emphasize the difficulty by pointing out the confusion in communication which is caused by non-standard pronunciations of words ending in **OR** sound.

#### Words ending in OR sound

for, four  
Borden Rayford  
store  
door  
floor  
more  
bore  
tore  
shore

#### Nonstandard Homonym

foe  
Bodun Rafow (optional)  
stow  
dough or doe  
flow  
mow  
bow  
toe or tow  
show

Explain that **O** followed by **R** makes a special sound--**OR**--a blend of the two letters. Emphasize that in nonstandard pronunciations the **R** is omitted, and that this makes communication difficult.

2. **Play tape for Drill 1, again.** Stop the recorder after each nonstandard pronunciation and have pupils give standard pronunciations of words that end in the **OR** sound.
3. Distribute the worksheet containing Word List IA, in the following word order. Have pupils review

definitions of each word on the list.

- |          |          |           |
|----------|----------|-----------|
| 1. roar  | 5. four  | 9. door   |
| 2. tore  | 6. floor | 10. bore  |
| 3. store | 7. wore  | 11. your  |
| 4. for   | 8. more  | 12. shore |

**Play tape for Drill 2** (pronunciation drill). The tape begins, "Often pupils leave ..." First, have pupils skim the words in Word List IB of the worksheet. Then, discuss the meanings of the words in the second column of the list. Emphasize the different spellings and the different meanings for each pair of words.

#### List IA

- |          |          |           |
|----------|----------|-----------|
| 1. roar  | 5. four  | 9. door   |
| 2. tore  | 6. floor | 10. bore  |
| 3. store | 7. wore  | 11. your  |
| 4. for   | 8. more  | 12. shore |

#### List IB

- |           |         |
|-----------|---------|
| 1. roar   | - row   |
| 2. tore   | - toe   |
| 3. store  | - stow  |
| 4. four   | - foe   |
| 5. floor  | - flow  |
| 6. wore   | - woe   |
| 7. more   | - mow   |
| 8. door   | - dough |
| 9. bore   | - bow   |
| 10. shore | - show  |

4. **Play tape for Drill 3** (pronunciation drills; auditory discrimination drill). Have pupils refer to Part II of their Worksheets. As practice in auditory discrimination, the pupils listen to groups of three words and write the word in each group that has a **different** ending sound than the other two. The tape begins, "Now we will test ..."

#### Answers to Drill 3C (quiz)

- |         |          |          |
|---------|----------|----------|
| 1. row  | 5. store | 8. foe   |
| 2. tore | 6. bore  | 9. flow  |
| 3. wore | 7. woe   | 10. door |
| 4. show |          |          |

5. **Play tape for Drill 4** (sentence drill--sentences containing words ending in OR sound). The tape begins, "Repeat the following sentences after me ..."

1. My work **row** is away from the **roar** of the other machines.
2. He was injured when the machine dropped and **tore** through to his **toe**.
3. We will **stow** the extra machines in the **storeroom**.
4. **Four** accidents made that machine a **foe** to all.
5. Uncontrollable oil began to **flow** on the **floor**.
6. The **woe** of the accidents **wore** me out more than anything else.
7. We need **more** machines to **mow**.
8. Here is extra **dough** for the machine by the **door**.
9. The **bow** helped the machine **bore** a hole.
10. Be sure to **show** us the **shore** view before we leave work.

6. Have pupils summarize the important points of the lesson:

1. The vowel **O** changes to a special sound when followed by an **R**.

## **LESSON 13**

---

2. In standard English, the **R** sound should not be left off pronunciations of **roar, tore, store, four, floor, wore, more, door, bore, shore, your, or for.**
3. When the **R** sound is omitted in pronouncing words such as **store, four, and wore**, these words sound like other words (**stow, foe, woe**).



**FOLLOW-UP**

- I. **Play tape for Drill 2, again.** Have pupils repeat the words from the lists in Parts IA and IB, when directed in the recording to do so.
- II. Have pupils write sentences, using the words from Part IB, Step 3, of the lesson. Have pupils record their sentences and check for nonstandard pronunciations.
- III. Select words from Part IB of the Worksheet, and have one pupil give a definition and another pupil give the word that corresponds to the definition.

**Example**

- 1: A loud noise
- 2: Roar

- IV. Have pupils complete the sentences below, filling in the blank spaces with words selected from the following list:

roar, tore, store, for, four, floor, wore, more, door, bore, your, shore

1. The lion has a loud\_\_\_\_\_.
2. The largest lion is in cage number\_\_\_\_\_.
3. The lion sleeps lazily on the\_\_\_\_\_in the corner.
4. The keeper, Mr. Shore, says being around a lion is never a\_\_\_\_\_.
5. He said that one day the lion's paw reached out of the cage and\_\_\_\_\_his shirt.
6. He doesn't work at the zoo any\_\_\_\_\_.
7. The noise of the animals\_\_\_\_\_him out.

# LESSON 14

## SPRING, TRAINS, AND BEER

- OBJECTIVES:** Pupils will be able to make an oral summarization of a story, a personal experience, or someone else's experience.
- Pupils will be able to make an oral presentation with knowledge and assurance.

**MATERIALS:** Worksheet--Lesson 14

### PROCEDURE:

#### Introduction

Write the title of the story on the chalkboard, "Spring, Trains, and Beer." Ask pupils if they can see a relationship among the words. Explain to the class that the story they are about to read is based on a true incident that took place in April, 1966.

1. Distribute copies of "Spring, Trains, and Beer."
2. Review vocabulary with pupils.

1. explored
2. adventure
3. forbidden
4. incident

5. locomotive
6. freight car
7. tour
8. conversation

9. allowance
10. appetites
11. commanding officer
12. bruise

3. Direct pupils to read the story.
4. Review with pupils the important facts; organize these facts in a list on the chalkboard.
5. Ask for a volunteer to give an oral summarization of the story, using the organized facts on the chalkboard as a guide.
6. Tape record the pupil's presentation.
7. Encourage pupils to evaluate and analyze the presentation.
8. Ask for additional volunteers to summarize the story, and tape record each oral presentation.
9. Guide pupils in evaluating and analyzing each presentation.
10. Encourage pupils to relate some adventure of theirs or of some relative or friend.
11. Tape record each oral presentation, and have pupils evaluate and analyze each presentation.

## FOLLOW-UP

I. Assign pupils to groups of three or four.

Indicate to class that "Spring, Trains, and Beer" can easily be presented as a radio play.

### CAST

Rudy  
Henry  
Mrs. Brown  
Mrs. Ramirez  
Yardman  
Voice on the Telephone  
Man in Milwaukee  
Narrator #1  
Narrator #2

• Help pupils divide the story into character parts and in rehearsing. (Long speeches by a Narrator can be divided into two narration parts.)

Have various groups present their plays.

Have groups not performing act as judges to select the best group presentation for recording.

Tape record the best group presentation. This performance may be shared with other school groups.

II. Select other short stories from class anthologies and repeat the above activity. If preferred, summarization, as in the first day's lesson, can be presented and recorded.

The best presentations could be made part of the tape recording of "Spring, Trains, and Beer" in play form and presented to other classes.

## SPRING, TRAINS, AND BEER

by Luis F. Hernandez

Spring has always had a strange effect on people. However, when a boy like Henry--twelve years old, freckle-faced, husky, light-haired, blue-eyed--is put with a boy like Rudy--skinny, tall, thirteen years old, with a pair of glasses that always slips to the end of his nose--and a lovely day in April, when everything is asking to be explored, is added; you have the right mixture for an adventure.

Sergeant Brown and Mr. Ramirez had agreed that the boys and the world about them would be better off if they were separated. Both fathers had forbidden the boys to play together, especially since the incident of the runaway car that tore up Mrs. Lopez' rose garden and eighteen feet of the school's link fence.

The boys had no idea that they would run into each other outside of the main gate of the railroad yard. And how could they turn down Mr. Norton's offer of a tour of the yard and of a new locomotive that had just come in that morning from the East?

Rudy and Henry listened to Mr. Norton and looked at all those wonderful freight cars that had been so many places--places the boys had never heard of. Each car was covered with names of cities and towns from every state in the country. We are sure that it was Mr. Norton's remarks and description of his first trip East, when he was their age, that got the whole thing started.

Rudy and Henry waved goodbye to Mr. Norton and thanked him for the tour. Since the boys lived next door to each other and there was only one road back to San Miguel, their being together could not be avoided. Anyway, by now, the boys had forgotten their promise not to play together.

The warm spring air, the memory of all those strange and wonderful names, and Mr. Norton's story of going East still in their ears, Rudy and Henry pulled up their bikes and stretched out under a great oak. The conversation was, of course, about travel and adventure and that spring vacation had still five days to go. Why not? How far could it be from San Miguel, California, to Chicago?

"There's no school to worry about."

"Mom and Dad would like the chance not to worry about me."

"Besides I don't think they are too happy with me either."

"Yeah, they say we are nothing but trouble."

"Are you chicken to try?"

"You know I'm no chicken. Who started the car?"

"Yeah and who chopped up the school fence?"

"That sure was funny."

"Remember old lady Lopez's face?"

"Well, I'm no chicken."

"We could put the bikes right here in these bushes."

"Mr. Norton said that the big engine was due to come back here in three days."

"Say, I've got \$1.50 left from my allowance."

"I've got thirty cents."

"We could jump off every time it stops and grab something to eat."

"Come on, let's go. Old man Norton said it was pulling out at three."

"Chicago--here we come!"



A quick boost-up, and Henry had Rudy into the car; then Rudy pulled Henry in. For a quick moment it seemed almost too dark to stay, but soon they were able to size-up the innards of the car.

"Hey, what's in all these boxes?"

"Beer bottles--empty beer bottles."

"Phew, does it stink!"

"Forget it."

"Look we can stack them up like this and make a bed."

"Forget it. Here is a stack of old sacks. We've got blankets."

"Man! Is this great."

---

"Henry, somebody is coming."

"Duck!"

"Who is he?"

"I don't know."

A sudden slam of the freight car door was followed by a quick series of jerks that shook the boxes and rattled the bottles. The whole thing was in motion.

"We're off."

"We made it."

"As soon as we feel we're out of the yard, we'll open the door and let in some light."

"Air--this place stinks!"

The sudden darkness gave Henry and Rudy a rough moment for it was most unexpected, but it wasn't complete darkness, for the air vents on the roof of the car let in two thin beams of light. As soon as they could open the door, the outside view would take away the feeling of being trapped.

"Okay, let's try it."

"It won't open."

"Push harder."

"It won't open."

"We're trapped!"

"It stinks in here."

"Shut up! Your mother will hear you."

---

Mrs. Ramirez had just about worn herself out shouting, "Rudy." Mrs. Brown had just returned from the air base. She had seen Sergeant Brown off on a test mission to Florida.

"Hi, Maria! Have you seen Henry?"

"No. I'm looking for Rudy. I've been looking for him for over an hour."

"You don't suppose they are together again."

"They better not be."

"Rudy!"

"Henry!"

Mrs. Ramirez and Mrs. Brown had already settled in their minds exactly what kind of punishment the boys would get when they came home. They were sure the two were together. Mrs. Brown was sure Henry had only waited for Sergeant Brown to leave before he took off with Rudy. They simply were an impossible pair. Why couldn't they be like other kids? Perhaps they should consider moving. It couldn't be too hard to transfer to another base. But, here they had their home, their friends.

---

The boys had never been this late, not with their appetites. Night became day, and the worry that the Ramirezes and Mrs. Brown felt became fear. The police were notified. Where were those boys? Where could they be? It had now been forty-eight hours. No Henry. No Rudy. Mr. Norton read about the boys in the *San Miguel Citizen*. He called Mrs. Brown and told of his seeing the boys. The police started a search of the area near the freight yard. The bikes were found. This discovery made matters worse. Had they run away--but where, on what? They wouldn't walk, not those two. Of course--they had jumped a train. But which one?

---

Henry and Rudy soon realized that the trip was going to be a little less than what they had expected. They had tried everything they could to get the door open, but no luck. The first fear of being trapped had them pounding on the door and screaming to get out, but who could hear them with the train in motion? They waited for the first stop. They screamed and hollered for help, but no one heard them. It wasn't long before they were thirsty and hungry. A search of the cases showed that there wasn't a filled bottle in the car. Some had a little beer left. Neither boy had ever liked beer. But when you are really hungry and thirsty, you'll take anything.

"If my Mom could see me now drinking beer, she'd beat me to a nothing."

"I can't stand the stuff. Boy, am I hungry."

"I don't mind not seeing--it's the stink."

"Here, take this one. I think it's got a little more at the bottom."

---

Sergeant Brown's return from Florida five days later, by order of his commanding officer, caused all the newspapers in the country to pick up the story of the lost boys. San Miguel suddenly became filled with photographers and newsmen who came to get the full story. Mrs. Ramirez and Mrs. Brown were under doctor's care. Mr. Ramirez had left his job and joined Sergeant Brown in giving every possible help in the search for their boys.

The sixth, the seventh.....the thirteenth day passed, and still no news of Rudy Ramirez and Henry Brown.

---

Rudy and Henry were now really showing the effect of being trapped for nearly two weeks. They had no way of telling direction, and they had lost all idea of time.

To get to all the bottles, they had shifted the cases and caused some to fall on top of them. Their hunger and thirst were no longer a real thing. The only real thing was the fear of never being found. They now understood what it is to worry, to be afraid.

"How do you know when you're dying?"

"I don't know."

"My shoulder still hurts, and my belly's sore."

"Every time this thing jerks, another box comes down."

"I think we're slowing down again."

"Hold on, that's when it jerks the hardest."

---

Sleep is the one thing that makes time go by very fast. Rudy and Henry had learned to sleep while the car was in motion.

"Henry! Hey Henry, wake up. It's stopping."

"It's stopping."

"Hey, let us out!"

"Hey!"

"Help!"

"Help!"

"Keep yelling, Rudy. Keep yelling."

"Ah, what for? They've never heard us before."

"Hey Mom, help!"

"Mom, Dad, help!"

"Don't cry, Henry."

"Don't you cry. Just keep yelling!"

"Who's crying?"

"Hey, help, Mom, Dad. Oh God, help!"

"Hey, is there somebody in there? Hey, Joe! There's somebody in here."

"Help!"

"Help, open it up. For God's sake, open it up."

"Mom, help!"

"Help!"

"What are you kids doing in there?"

"Is this Chicago?"

"Chicago?"

"Sonny, this is Milwaukee."

"Joe, call the cops, get a doctor. This kid's passed out."

---

"....Yes, Mrs. Ramirez, we have your boy, Rudy Ramirez. He's all right. Hungry and tired---In good condition---He may never drink beer again, but he's fine...."

"....No, Sergeant Brown, he's not hurt. He has a bruise on his shoulder where one of the cases fell on him. But he's fine----You're being flown up, and you say?----The Ramirezes are coming too?---- That's great----The kids will be glad to hear it...."

---

Fourteen days after the boost-up and the pull-up that started the adventure, there they sit--Rudy and Henry--side by side. They don't realize that their picture is in every paper in the country and that not only their parents but every parent who loves his kid has been worried.

Will Mom and Dad be mad? What will they do? The whole thing was wrong, oh so wrong. But it wasn't supposed to come out that way. Maybe they are right. Maybe being together makes trouble.

"Here they come!"

"Oh Mom, Dad!"

"Mom, I'm sorry. Dad, I promise I'll be good."

"I'll never go near Rudy again."

"Me too, Mom. I won't play with Henry."

"Boy, Dad, did it stink!"

- END -



# LESSON 15

## SEMESTER REVIEW

**OBJECTIVES:** Pupils will reinforce their mastery of standard oral English through review of the semester's program.

Pupils will continue to develop standard usage in appropriate situations.

**MATERIALS:** Blank tape

**PROCEDURE:** (Activities in this lesson can be conducted for more than one period.)

### Introduction

In anticipation of the A6 visit to your school, have pupils write a short welcome to the school and a brief explanation of the standard oral English program.

Tape record the speeches and have pupils check for standard pronunciation and usage.

1. Have pupils compile a list of sentences needed when answering the phone for the school in the Main Office. Tape record pupil sentences and check for standard usage. Example: "John Muir Junior High School. Pupil speaking."

Have pupils write and stage a phone conversation of a pupil helper in the Main Office, using standard English.

Tape record the conversations, and check for standard usage.

2. Have pupils relate a conversation with a grade counselor. Have the conversations practiced; then, tape record them. Pair the pupils so that one plays the pupil, and the other, the counselor. Conversations should include:

Name and homeroom

Class schedule

Why it is necessary to see the counselor

Why a particular class is not wanted

How the counselor can help with the problem

3. Have pupils write a list of standard "Do's" learned during the semester. Discuss the list and develop a general list on the chalkboard from individual contributions.
4. Have individual pupils summarize the oral English program and tell their classmates what was learned during the semester and the advantages of the oral English program. The following outline of the semester may help guide pupils. During the summarizations, pupils should point out the contrasts between nonstandard and standard items for each point. Have pupils imagine that they are being interviewed by a reporter for radio or television. Choose a capable reporter-interviewer. Interviews can be taped and replayed. During the replay, pupils can check for standard pronunciation and usage.

Beginning TH Sound

Irregular Plurals

Third Person Singular, Present Tense

Final TH Sound

Double Negative

Verb TO BE, Present Tense

Verb TO BE, Past and Future Tenses

## **LESSON 15**

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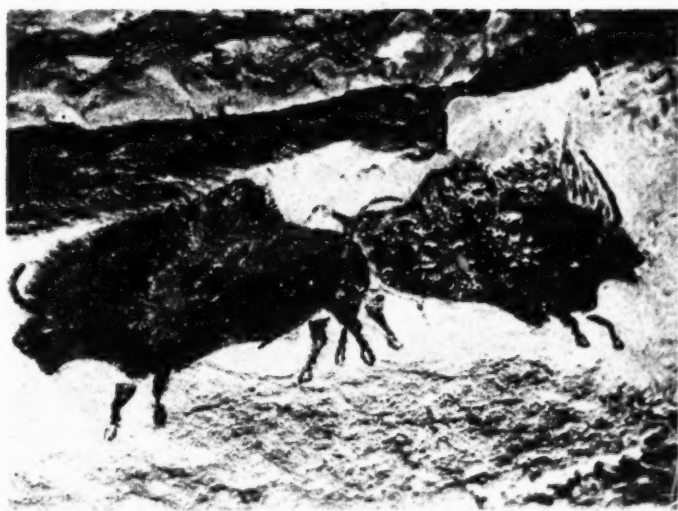
**OR Sound**

5. Play recordings of drills from previous lessons which contain items on which pupils need additional help.

**Part Three**

**LESSONS, A7 SEMESTER**

**SELECTED FRAMES  
FROM THE FILMSTRIP 'The Languages You Speak'**



*Picture No. 10*



*Picture No. 11*



*Picture No. 12*



# LESSON 16

## REMOTIVATION I

- OBJECTIVES:**
- Pupils will understand and be able to express the concept that communication is a means of expressing ideas, feeling, and emotions.
  - Pupils will understand and be able to express the concept that language is one of many means of communication.
  - Pupils will understand and be able to express that spoken language is called oral language.
  - Pupils will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation, and history, and geography.
  - Pupils will understand and be able to express the concept that many languages have contributed words and terms to our language.

- MATERIALS:**
- Tapes M1 and M2 "The Languages You Speak," Part I and Part II
  - Script "The Languages You Speak," Part I and Part II (See Lessons 1 and 2.)
  - Filmstrip, Picture Nos. 1 to 15, "The Languages You Speak," Part I and Part II

### PROCEDURE:

#### Introduction

List the objectives for this lesson on the chalkboard. Review with pupils the meanings of the various concepts. Call on those pupils who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. Play tape "The Languages You Speak," Part I. The tape begins, "Language, what is it?..."
2. After playing the tape, ask pupils to explain the following, in terms of what they have just heard.
  1. communication
  2. language
  3. oral language
3. Play tape "The Languages You Speak," Part II. The tape begins, "Before we get involved in our study of language..."
4. After playing the tape, ask pupils to explain what determines the language they speak.
5. Reinforce all the objectives by encouraging the pupils to relate and discuss personal experiences relative to the concepts expressed in the tapes.

## **FOLLOW-UP**

- I. Direct pupils to re-read the script, noting carefully important words such as: communication, language, conversation, eavesdrop, interpretation.  
Direct pupils to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.
- II. Have pupils list the traffic signals or signs they encounter regularly on the way to school.  
Have pupils discuss the actions to be taken by pedestrians and by drivers when they see these signs.  
Have pupils list all type of warning signs commonly encountered.  
Discuss with the pupils the purpose for the various warning signs.  
Have pupils list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.  
Lead a general discussion of these kinds of signs or symbols.
- III. Direct pupils to find and bring to class on the following day a photo, picture, drawing, or other appropriate visual material that communicates a feeling or emotion to the observer. Have pupils organize and make a short oral presentation that expresses what they sense or feel when they look at the material that they brought. Have pupils explain also what in the picture or object causes their feeling or reaction.

# LESSON 17

## REMOTIVATION II

- OBJECTIVES:**
- Pupils will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.
  - Pupils will understand and be able to express the concept that dialects are acceptable and effective means of communication.
  - Pupils will understand and be able to express the concept that standard English is necessary to communicate with other persons.
  - Pupils will understand and be able to express the concept that the way people speak reflects their background.

- MATERIALS:**
- Tape M3 "The Languages You Speak," Part III
  - Script "The Languages You Speak," Part III (See Lesson 3.)
  - Display Map, "Major Dialect Areas of the United States "

### PROCEDURE:

#### Introduction

List the objectives for this lesson on the chalkboard. Review with pupils the meanings of various concepts. Call on those pupils who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. Play tape "The Languages You Speak," Part III. The tape begins, "Now let me check on you. What were we talking about last time?...."
2. After playing the tape, ask pupils to define the following terms:
  1. accent
  2. dialect
  3. geographical isolation
  4. social isolation
  5. standard English
3. Reinforce the definitions contained in this lesson and the previous lesson and the objectives of the lessons by encouraging the pupils to relate and discuss personal experiences relative to the concepts expressed in the tape.

## **FOLLOW-UP**

- I. Direct pupils to compose dialogues or monologues indicating one or more of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origins of the speakers
4. Age of the speakers

Tape record several pupils' readings of their scripts.

- II. Direct pupils to bring pictures from newspapers or magazines to class.

Direct pupils to write dialogues in which they show what they think the people in the pictures might be saying. Encourage pupils to experiment with accents. Impress on the pupils that the dialogues must reflect the job, age, sex, and national origin of each person portrayed.

- III. Direct pupils to make up lists of words of foreign origin that are commonly used in English.

Select several pupils to look up the meanings of the words which are new to some members of the class. (Because it often is difficult to recall details without previous preparation, it is advisable for the teacher to prepare a list in advance.)



# LESSON 18

## REVIEW OF SOUNDS

**OBJECTIVES:** Pupils will reinforce, through review, their mastery of standard beginning and final **TH** sounds and final **OR** sounds.

Pupils will reinforce standard pronunciation of beginning and final **TH** sounds and final **OR** sounds.

**MATERIALS:** Tape A11

Worksheet--Lesson 18

Worksheet--Lesson 18 Follow-up

### PROCEDURE:

#### Introduction

Have pupils discuss nonstandard pronunciations of words beginning with **TH** sound, and of words ending with **TH** or **OR** sounds.

**D** for initial **TH** sound

**F** for final **TH** sound

**O** for blended **OR** sound

1. Distribute worksheets. Have pupils follow Part I during the playing of the tape for Drill 1.

**Play tape for Drill 1** (pronunciation drill on words beginning or ending with **TH** sound). The tape begins, "Find Part I on your worksheet ..."

#### Drill words for Part I

- |           |           |
|-----------|-----------|
| 1. thick  | 9. thin   |
| 2. think  | 10. thank |
| 3. thing  | 11. throw |
| 4. this   | 12. that  |
| 5. these  | 13. then  |
| 6. they   | 14. than  |
| 7. though | 15. them  |
| 8. those  | 16. their |

#### Drill words for Part II

- |           |            |           |
|-----------|------------|-----------|
| 1. mirth  | 8. truth   | 15. south |
| 2. wreath | 9. with    | 16. broth |
| 3. death  | 10. mouth  | 17. tooth |
| 4. north  | 11. bath   | 18. path  |
| 5. both   | 12. myth   | 19. booth |
| 6. youth  | 13. worth  | 20. fifth |
| 7. math   | 14. breath | 21. cloth |

2. **Play tape for Drill 2** (audio discrimination and pronunciation drill). Pupils repeat only words that are standard pronunciations. The tape begins, "Can you recognize ..."

## LESSON 18

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### Word list

- |                   |                   |
|-------------------|-------------------|
| 1. "baf" - bath   | 6. "youf" - youth |
| 2. bath           | 7. "dat" - that   |
| 3. this           | 8. that           |
| 4. "(d)en" - then | 9. then           |
| 5. mirth          | 10. them          |

Replay the tape. Have the pupils change the nonstandard pronunciations to standard.

3. Have pupils follow Part III of their Worksheet as the tape for Drill 3 is played.

**Play tape for Drill 3** (pronunciation drill). The tape begins, "Find Part III on your worksheet ..."

### Drill words for Part III

- |          |           |
|----------|-----------|
| 1. roar  | 7. wore   |
| 2. tore  | 8. more   |
| 3. store | 9. door   |
| 4. for   | 10. bore  |
| 5. your  | 11. four  |
| 6. floor | 12. shore |

4. Have pupils summarize the important points of the lesson:

1. The **D** sound should not be substituted for the beginning **TH** sound.
2. The **F** sound should not be substituted for the ending **TH** sound.
3. The final **R** sound should not be omitted in words which end in the **OR** sound.

**FOLLOW-UP**

- I. **Play tape for Drill 4** (sentence drill). The tape begins, "Repeat the following sentences ..."

**Sentences for drill**

1. The youth wanted four of those.
2. The lion's roar left him out of breath.
3. Throw me your math book.
4. They want the truth about the dirty floor.
5. I think there is more room on the north than south side.
6. They took the path by the shore.
7. Give me more of those green wreaths.
8. This makes four thank-you notes sent.
9. He wore both the thin and thick sweaters.
10. That is his booth at the end of the store.

- II. **Play tape for Drill 5** (sentence drill). The tape begins, "Repeat the following sentences ..."

**Sentences for drill**

1. They have thin math books.
2. Their bathtub won't hold any more water.
3. I think the broth needs more salt.
4. That youth is four years older than these girls.
5. That is the fifth garage door he tore through with his new car.
6. He will bathe with the new soap.
7. Give them both of your papers about the Greek myths.
8. It is worthwhile to tell the truth.
9. His mouth bore a look of youthful mirth.

- III. Have pupils practice the following paragraph in preparation for recording on tape:

This youth wants to roar his thanks about his luck. He found his fourth ten dollars near the store. It was under a fallen wreath by the door. Now he can buy both his math book and that new thick volume of murder mysteries.

- IV. Have pupils pronounce words in Parts I and II of Lesson 18 Worksheet. Record readings by the pupils; then, have them check the recordings for standard pronunciation.

# LESSON 19

## REVIEW OF TO BE

- OBJECTIVES:** Pupils will reinforce their recognition of the standard forms of the irregular verb **TO BE**: am, is, are, was, were, will be.
- Pupils will reinforce their mastery of standard usage of the forms of the irregular verb **TO BE**: am, is, are, was, were, will be, shall be.

- MATERIALS:** Tape A12  
Worksheet--Lesson 19 Follow-up  
Blank Tape

### PROCEDURE:

#### Introduction

1. Write the forms for the present, past, and future tenses of **TO BE** on the chalkboard.  
Have pupils conjugate each tense: first, in unison; then, individually.  
Point out that there are different verb forms in the first and third persons singular of the present tense, and in the second plural.  
Also, point out that the form **be** is never used without a helper, nor with an **s** sound added.

2. Play tape for Drill 1 (pattern drill). The tape begins, "In sentences like ..."

#### Sentences for drill

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. I am mad.                 | 10. I was happy yesterday.          |
| 2. You are glad.             | 11. Were you angry yesterday?       |
| 3. He is mad.                | 12. He was happy a few minutes ago. |
| 4. She is glad.              | 13. He will be angry.               |
| 5. The cat is mad.           | 14. My aunt will be happy.          |
| 6. We are glad.              | 15. The teacher will be angry.      |
| 7. You are angry.            | 16. They were happy.                |
| 8. They are happy.           | 17. Charles was angry.              |
| 9. You were angry yesterday. | 18. Paul will be happy tomorrow.    |

3. Have pupils improvise an emergency phone call to one of the following places:

Fire Department  
Police Department  
Emergency Hospital  
Information, Long Distance

Tape the conversations, and have the pupils' classmates check for any nonstandard items, especially in the use of the forms of **TO BE**.

4. Have pupils repeat conjugations of the present, past, and future tenses of **TO BE**.



5. Have pupils summarize the important points of the lesson:
  1. **TO BE** is irregular.
  2. The verb form **be** is not used without a helper.
  3. The verb form **be** never takes an ending **s** sound.

**FOLLOW-UP**

I. **Play tape for Drill 2** (Pupils listen to sentences containing present tense forms of **TO BE**; then, repeat the sentences and change the present tense form of **TO BE** to past and future tense forms). The tape begins, "This drill contains ..."

II. Have pupils create skits based on any topic, using as many as possible of the past, present, and future tense forms of **TO BE**.

Tape record the skits and have pupils check each other for any nonstandard items.

III. Have pupils rewrite the following paragraph and change **TO BE** forms from the present tense to either the past or the future tense.

That is the new bank building. It is not open long for banking. The doors open at 10 a.m. and close at 3 p.m. On Fridays, it is open until 6 p.m. This is helpful to the working people who need to cash their checks. There are long lines at the bank every Friday to take advantage of these extra hours.

IV. Have pupils fill in the following blanks with the present, past, and future tense forms of **TO BE**: **am, is, are, was, were, will be**. Have individual pupils read the sentences after they have completed them. Discuss the various forms of **TO BE** that can be written in the blanks.

1. He \_\_\_\_\_ in church.
2. We \_\_\_\_\_ ready for church.
3. I \_\_\_\_\_ going to church.
4. She \_\_\_\_\_ going to church.
5. \_\_\_\_\_ you going to church?
6. You \_\_\_\_\_ not ready for church.
7. They \_\_\_\_\_ coming home from church soon.
8. It \_\_\_\_\_ getting late, so we left.
9. There \_\_\_\_\_ visitors at church.
10. Where \_\_\_\_\_ you \_\_\_\_\_ after church?

# LESSON 20

## BEGINNING OR SOUND

**OBJECTIVES:** Pupils will develop recognition of the standard beginning **OR** sound.  
Pupils will develop standard pronunciation of the following words which begin with the **OR** sound: **order, orphan, origin, orchid, orient, oral, orbit, orchestra, ordeal, orlon, organ, organize, or.**

**MATERIALS:** Tape A13  
Worksheet--Lesson 20  
Worksheet--Lesson 20 Follow-up  
"Bingo" Answer Sheet  
Blank Tape

### PROCEDURE:

#### Introduction

Write the following two columns of words on the chalkboard. Point out the position of the **OR** sounds in each word.

|       |           |
|-------|-----------|
| for   | order     |
| more  | oral      |
| store | orchestra |

Remind the pupils that the final **OR** sound is often omitted in nonstandard English; that instead, these words are pronounced with a final long **O** sound. Tell the pupils that the **OR** sound at the beginning of some words is given a nonstandard pronunciation when it is replaced with an **AR** sound. Refer again to the list of words on the chalkboard to illustrate the positions of the **OR** sounds.

1. Have the pupils suggest other words that have a beginning **OR** sound, and write these on the chalkboard. The list should include: **order, orphan, origin, orchid, orient, oral, orbit, orchestra, ordeal, orlon, or, organize, ordinary.**
2. Show pupils how to divide words into syllables (for example, **or-der, or-bit**). Have pupils divide words on the chalkboard into syllables. Have pupils volunteer to indicate their divisions; reinforce the answers by illustrating them on the chalkboard.
3. **Play tape for Drill 1** (pronunciation drill). The tape begins, "This is a drill ..."

#### Drill words

- |             |              |              |
|-------------|--------------|--------------|
| 1. order    | 6. orient    | 11. orlon    |
| 2. organize | 7. oral      | 12. organ    |
| 3. orphan   | 8. orbit     | 13. ordinary |
| 4. origin   | 9. orchestra | 14. or       |
| 5. orchid   | 10. ordeal   |              |

## LESSON 20

4. **Play tape for Drill 2** (audio-discrimination drill; pupils write the beginning sounds for words they hear). The tape begins, "You should be able ..." (Have pupils number their papers from 1 to 15.)

| Words given   | Answers |
|---------------|---------|
| 1. orbit      | 1. or   |
| 2. arc        | 2. ar   |
| 3. arch       | 3. ar   |
| 4. organize   | 4. or   |
| 5. are        | 5. ar   |
| 6. or         | 6. or   |
| 7. ark        | 7. ar   |
| 8. oral       | 8. or   |
| 9. arm        | 9. ar   |
| 10. art       | 10. ar  |
| 11. orchid    | 11. or  |
| 12. article   | 12. ar  |
| 13. orchestra | 13. or  |
| 14. organ     | 14. or  |
| 15. army      | 15. ar  |

5. **Play tape for Drill 3** (audio-discrimination drill; pupils hear words pronounced and write **B** or **E** to indicate whether the **OR** sounds they hear occur at the beginnings or endings of the words). The tape begins, "Final Part Three on your Worksheet ..." Have pupils number their papers from 1 to 12.

| Words given  | Answers |
|--------------|---------|
| 1. order     | 1. B    |
| 2. four      | 2. E    |
| 3. floor     | 3. E    |
| 4. orchestra | 4. B    |
| 5. orbit     | 5. B    |
| 6. door      | 6. E    |
| 7. organ     | 7. B    |
| 8. orphan    | 8. B    |
| 9. orchid    | 9. B    |
| 10. more     | 10. E   |
| 11. store    | 11. E   |
| 12. ordeal   | 12. B   |

6. **Play tape for Drill 4** (sentence drill). The tape begins, "Listen to the following ..."

### Sentences for drill

1. We ordered the articles for the art show.
  2. We are going into orbit again.
  3. The orchid originated in a very humid climate.
  4. He found the army to be an ordeal.
  5. The orphan climbed the arbor.
  6. He organized the trip to the arsenal.
  7. They use orlon in the Orient.
7. Have pupils summarize the main point of the lesson:
- Words that begin as **organ** and **orbit** do should not be pronounced as though they began like **army** and **article**.



## FOLLOW-UP

- I. Have pupils write ten or more original sentences using words with beginning **OR** sounds. Tape record pupils' readings of their sentences, and have them check each other for nonstandard pronunciations.
- II. Have pupils complete the following sentences. Words used in the blanks should be chosen from the following list: **order, oral, orchestra, organization, orbit, origin, orphan, orchid, Orient, organ, orlon, ordeal, or.**

1. Did you \_\_\_\_\_ all those fancy cups?
2. She plays the \_\_\_\_\_ at church.
3. The test was \_\_\_\_\_ rather than written.
4. She was not sure of the \_\_\_\_\_ of the trouble.
5. He brought his date an \_\_\_\_\_ corsage.
6. The new material is called \_\_\_\_\_.
7. He won the fight, but it was an \_\_\_\_\_.
8. He plays the harp for the \_\_\_\_\_.
9. He joined the \_\_\_\_\_.
10. China is in the \_\_\_\_\_.

- III. Have pupils practice and tape record the sentences below; then, check each other for nonstandard pronunciation.

1. The rich **orphan** ordered an **organ** from the first floor of the store.
2. Buying the **orchid** was an **ordeal**.
3. The astronauts used **orlon** suits to go into **orbit**.
4. The **orchestra** played for the **organization's** festival.

### IV. Bingo

1. Have pupils write words selected from the list in Step 6, below, in the Bingo squares (one word per square). Pupils may write words in any order, so that no two "Bingo cards" will be alike. All squares must contain one word, except the center square, which is marked **FREE**.
2. Tell the pupils that a list of words will be pronounced. Each word will be preceded by a number. Tell the pupils to write this number in the square on their card which contains the word they hear.
3. When the first pupil has numbered five words in a row (either horizontally, vertically, or diagonally), he says, "Bingo," and the game is ended.
4. Be sure to check with the class after each game to see if the "winner" has accurately selected the words you have pronounced.
5. After each game, have the pupils cross out the numbers in each square, so that the "Bingo" cards can be used again.
6. The following list of words will serve for two or more games of "Bingo."

## LESSON 20

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- |                  |             |
|------------------|-------------|
| 1. order         | 15. door    |
| 2. art           | 16. ordeal  |
| 3. for           | 17. ardor   |
| 4. more          | 18. army    |
| 5. orlon         | 19. article |
| 6. orchestra     | 20. bore    |
| 7. chore         | 21. lore    |
| 8. arm           | 22. sore    |
| 9. are           | 23. car     |
| 10. or           | 24. arbor   |
| 11. organization | 25. your    |
| 12. shore        | 26. far     |
| 13. orient       | 27. soar    |
| 14. orbit        | 28. bar     |

# LESSON 21

## WHAT IS HE DOING?

**OBJECTIVES:** Pupils will be able to describe an activity they observe.  
Pupils will understand the importance of relating accurately what they observe.

**MATERIALS:** Pictures illustrating people involved in activities with which the pupils are familiar

### PROCEDURE:

#### Introduction

Present to a volunteer pupil, without allowing the rest of the class members to see it, a picture of a man involved in some type of work that the pupils should recognize; for example, gardening, changing a tire, or carpentering. Ask the volunteer to describe what he sees. From the pupil's description, ask the class if they have a clear picture in their minds of what he described. Ask very specific questions which should indicate to the class that the describer has left out some very important details.

1. Ask for a second volunteer to attempt a description of what he sees. The same picture may be used. Have the class members evaluate the pupil's presentation.
2. Establish with the class the importance of relating accurately what is observed.
3. Distribute a covered picture to paired-off members of the class. Caution the pairs of pupils not to share their pictures with other members of the class.
4. Direct pupils to study their pictures carefully and to establish in their minds the content and details of the action involved.
5. Have a pair of pupils come before the class. One of the pair should relate what he has observed; the other should listen carefully, and when the first is finished, should fill in any details that have been left out. This activity should be tape recorded.
6. Play back the recording to the class, displaying the picture involved to the class. Direct the class members to evaluate the accuracy of the descriptions presented.
7. Repeat Steps 5 and 6 until most of the pupils have participated.
8. If this activity is to be continued for two or three days, caution pupils to not discuss their pictures with other class members between class sessions.

## **FOLLOW-UP**

- I. Direct pupils to imagine a particular situation involving an individual performing a specific action.  
Have pupils organize the situation in written form. They should be careful to avoid clue words.  
Direct pupils to relate their descriptions to the class, and have members of the class identify the actions being described.  
Presentations may be tape recorded and played back for evaluation.
- II. Direct pupils to recall an incident, such as an accident, a fire, or a fight, to which they were front-line observers.  
Have pupils prepare notes concerning this incident, to be used for an oral presentation, taking care to include all the pertinent details. Review with the class what kind of information would be pertinent.  
Have pupils relate their incidents to the class, and tape record the presentations for future evaluation.  
Conduct a class evaluation of the presentations.



# LESSON 22

## DOES, DID, DONE

**OBJECTIVES:** Pupils will develop recognition of standard usage of **does**, **did**, and **done**.  
Pupils will develop standard usage of **does**, **did**, and **done**.

**MATERIALS:** Tape A14  
Worksheet--Lesson 22 Follow-up

### PROCEDURE:

#### Introduction

Write the following five sentences on the chalkboard:

He does our cleaning for us.  
He did our cleaning last week  
He has done our cleaning before.  
He done our cleaning.  
He do our cleaning for us.

Have pupils decide which sentences are standard and which are nonstandard. Discuss the differences in verb usage between the standard and nonstandard sentences.

1. Have pupils develop conjugation of the verb **TO DO**; and, with their help, write the conjugation on the chalkboard.

|            |      |
|------------|------|
| I          | do   |
| you        | do   |
| he         | does |
| she        | does |
| it         | does |
| Miss Brown | does |
| the class  | does |
| the Honda  | does |
| we         | do   |
| you        | do   |
| they       | do   |

Be sure the pupils notice that the form changes to **does** in the third person, singular. (In nonstandard usage, pupils often substitute **do** for **does**.)

Have different pupils repeat the conjugation of **TO DO**, present tense.

2. Have pupils conjugate the past tense of **TO DO**, and add it on chalkboard, next to present tense conjugation.

|     | Present | Past |
|-----|---------|------|
| I   | do      | did  |
| you | do      | did  |
| he  | does    | did  |
| she | does    | did  |
| it  | does    | did  |

## LESSON 22

|            |      |     |
|------------|------|-----|
| Miss Brown | does | did |
| the class  | does | did |
| the Honda  | does | did |
| we         | do   | did |
| you        | do   | did |
| they       | do   | did |

Point out that **did** stands alone; it never needs a helping word.

3. Have pupils develop the **perfect tense** conjugation of **TO DO**, and add it to the right of the past tense.

|            | Present | Past | Perfect   |
|------------|---------|------|-----------|
| I          | do      | did  | have done |
| you        | do      | did  | have done |
| he         | does    | did  | has done  |
| she        | does    | did  | has done  |
| it         | does    | did  | has done  |
| Miss Brown | does    | did  | has done  |
| the class  | does    | did  | has done  |
| the Honda  | does    | did  | has done  |
| we         | do      | did  | have done |
| you        | do      | did  | have done |
| they       | do      | did  | have done |

Point out that **done** must be used with **have**, **has**, or **had**. Pupils often substitute **have did** for **has done**, in nonstandard usage.

4. **Play tape for Drill 1** (Pupils listen to sentences and repeat the sentences, changing **TO DO** from present to the past and present perfect tenses). The tape begins, "I will say ..."

### Sentences for drill

1. He does our yard work on weekends.
  2. John does the best work in our class.
  3. Jerry does one job at a time.
  4. Margaret does much of her work before leaving school.
  5. Mrs. Jones does her washing every Monday.
  6. She does that dance with such ease.
  7. My uncle does his own mechanical work.
  8. Lauren does too much talking in class.
  9. Gregory does art work for the annual.
  10. The new machine does more work than the first machine.
5. Have the pupils summarize the important points of the lesson:
1. The third person singular, present tense form of **TO DO** is **does**.
  2. The past tense form of **TO DO** is **did**. **Did** is used with first, second, and third persons in the past tense.
  3. The present perfect tense form of **TO DO** is **done**. **Done** is always used with **have** or **has**. (**Has** is used with the third person singular present perfect tense.)

## FOLLOW-UP

### I. Play tape for Drill 2 (sentence drill). The tape begins, "In this drill ..."

#### Sentences for drill

1. He did the pictures for the yearbook.
2. He has done the pictures for the yearbook.
3. We did the costumes for the play.
4. We have done the costumes for the play.
5. You did more than your share of work.
6. You have done more than your share of work.
7. I did another book report for English.
8. I have done another book report for English.

### II. Have pupils fill in the blanks of the following sentences with **do** or **does**, according to standard usage.

1. He \_\_\_\_\_ the heavy cleaning for his wife.
2. I \_\_\_\_\_ my washing regularly.
3. They \_\_\_\_\_ lawns for extra pay.
4. We \_\_\_\_\_ more work than period four.
5. You \_\_\_\_\_ that well.
6. She \_\_\_\_\_ her own homework.
7. Barbara \_\_\_\_\_ five pages for each class.
8. This soap \_\_\_\_\_ a better job than that one.
9. Paul and Saul \_\_\_\_\_ their chores before school each morning.
10. Elroy \_\_\_\_\_ the latest dances every week for us.

### III. Have pupils write fifteen sentences using **does**, **did**, and **done**. These forms should be underlined.

### IV. Have pupils read the following dialogues, and tell them to be prepared to record either dialogue A or B. Have them underline all forms of the verb **TO DO**.

#### Dialogue A

- 1: Does your mother let you watch television after eight?
- 2: She does, but only if I've done all my homework.
- 1: Did you see the new *Spy Adventure* last night?
- 2: Yes. I did my work early so I could see it. It is my favorite program this season.
- 1: I like the part where the beautiful girl does all the talking for her mute boss.
- 2: Remember, Big Beau does all her fighting, and nobody can harm her.
- 1: That does make a nice arrangement.
- 2: Did you notice all the karate used by Big Beau?
- 1: It's wild. He does it better than most.
- 2: He has done it every single show.
- 1: Don't miss the program next week.
- 2: I won't. My homework will be done before eight that night.

**Dialogue B**

1: Where are you going, Bill?

2: Home. I didn't ask if I could stay for the game.

1: Does your mother like you home right after school?

2: Yes she does, unless I tell her where I'll be.

1: Stay anyway.

2: No. I've never done that before.

1: What would happen?

2: Plenty. She did a good job on my little brother last time he forgot to ask to be late.

1: I didn't think she was that mean.

2: I don't like to try her unnecessarily.

# LESSON 23

## DOUBLE SUBJECT

**OBJECTIVES:** Pupils will be able to recognize a double subject as nonstandard.  
Pupils will reinforce standard usage of the verb **TO BE**.

**MATERIALS:** Tape A15  
Worksheet--Lesson 23.  
Worksheet--Lesson 23 Follow-up

### PROCEDURES:

#### Introduction

Write the following sentences on the chalkboard:

1. My father he works.
2. The little boy he always plays with my brother.
3. My best friend he walks home from school with me.

Point out to the pupils that the first sentence can be written as either "My father works" or as "He works." The sentence, as it is written, is nonstandard because either of two words can be used as the subject of the sentence, but not at the same time. Explain to pupils that only one of the subject words is needed.

Have pupils read the second sentence and point out the two words that can be used for the subject. Have the pupils suggest the alternative ways the sentence can be rewritten to make it standard. Repeat this procedure for the third sentence.

1. **Play tape for Drill 1** (Pupils listen to sentences and identify those without a double subject; sentence drill--pupils repeat sentences without double subject). The tape begins, "Look at Part I on your worksheet ..."

#### Sentences for drill (Part I on Worksheet)

1. She is very careful with her clothes.
  2. My sister she is smart.
  3. Little Ronnie he doesn't like to be called little.
  4. Joe he wants another chance to prove he can make the team.
  5. Mark Jones works after school.
  6. Ronald he says it's time to go home.
  7. Paul is so handsome.
  8. Leon and George are to stay for detention.
  9. Carolyn she likes lots of clothes.
  10. They will not agree on the answer.
2. Have pupils write sentences that begin with the subjects in the following list (Part II on the pupil's Worksheet). The sentences should include a form of the verb **TO BE**. After pupils have written sentences, have some of them read aloud. Classmates can check sentences read for standard usage. Reinforce the standard usage of **TO BE** verb forms and subject verb agreement.

#### Subjects (Part II on Worksheet)

1. My mother



## LESSON 23

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2. Our brothers
3. Our cousins
4. Your book
5. Her kitten
6. His little dog
7. Their uniforms

3. Reinforce **TO BE** verb forms:

Review forms of **TO BE**.

Go over class exercise and have pupils circle all forms of **TO BE**.

Review tenses of **TO BE**.

Have pupils change tenses of **TO BE** in the class exercise.

4. Summarize the important point of the lesson:

A sentence like "My father he wants a new car" is nonstandard because either of the two underlined words can be used for the subject, but not at the same time; only one or the other should be used.

**FOLLOW-UP**

- I. **Play tape for Drill 2** (sentence drill; pupils listen to sentences and circle the subjects; then, repeat the sentences). The tape begins, "Look at Part I on your Follow-up Worksheet ..."

**Sentences for drill**

1. Larry is one of the judges for the dance.
  2. Tom went with Jane to the last dance.
  3. A strange couple from another school won the dance contest.
  4. That tall boy in my homeroom was too shy to dance.
  5. Now, the new dances even have him dancing.
  6. The person I'd like to see do the new dances is my teacher.
- II. Have pupils change the following sentences to standard English by drawing a line through one unnecessary word in each sentence:
1. John he never stays up late.
  2. Carol she is the tallest girl in the room.
  3. Bryan he looks like his father.
  4. Phil he is Walter's friend.
  5. In the summer, the days they are longer.
  6. After I finish my homework, the boy who lives next door to me he comes over.
  7. The car with the beautiful paint job it belongs to my big brother.
  8. The elementary school I attended it wasn't nearly as large as the junior high school I attend.

# LESSON 24

## WHO MIGHT THIS BE?

- OBJECTIVES:** Pupils, in terms of their experience, will be able to relate about another person's action, speech, and thinking.
- Pupils will become aware of differences in speech necessary for various types of employment.
- Pupils will become aware of the background that is necessary for certain vocations.

- MATERIALS:** Tape A16  
Worksheet--Lesson 24

### PROCEDURE:

#### Introduction

Distribute to pupils the "Who Might This Be?" matching exercise, and direct them to match as many items as they can. When they have finished, let pupils grade their own papers, and discuss with the pupils the language differences that exist among the various jobs. Ask pupils to contribute some examples of their own.

- |                                                                    |                                        |
|--------------------------------------------------------------------|----------------------------------------|
| 1. Two sunnyside, and go easy.                                     | a. boxer to his manager                |
| 2. Do you want more off the top than on the sides?                 | b. executive to his secretary          |
| 3. Didn't you see that stop sign back there?                       | c. beautician to a customer            |
| 4. Do you want the fat cut off this roast?                         | d. waitress to a chef                  |
| 5. Bring your book; I'm ready to dictate a letter now.             | e. traffic policeman to a motorist     |
| 6. The doctor will be changing your bandage today.                 | f. gas station attendant to a motorist |
| 7. Did you want to deposit this in your checking account?          | g. butcher to a customer               |
| 8. My rig jackknifed when I slammed on the brakes.                 | h. clerk to a customer                 |
| 9. I'll K.O. him in the third.                                     | i. director to an actress              |
| 10. Remember, your entrance is from stage left.                    | j. barber to a customer                |
| 11. Your homework for tonight is to read Chapter 6.                | k. nurse to a patient                  |
| 12. Should I check the oil and water?                              | l. teacher to students                 |
| 13. Do you want it teased?                                         | m. milkman to a customer               |
| 14. Did you say you wanted an extra quart of milk today?           | n. truck driver to another driver      |
| 15. May I help you? Was there something special you wanted to see? | o. bank teller to a customer           |
1. **Play tape for Drill 1.** The tape begins, "Listen carefully to the following conversations, and decide who might be talking . . ."
  2. Stop recorder at the end of each conversation and have pupils identify the personalities involved.
  3. Point out to pupils the technique that is used by the characters to give clues that identify who is involved.

4. Have pupils pair off and develop two conversations which clearly, through the dialogue, indicate the vocation of one of the characters. Each conversation should contain some specific facts involved in the vocation. Caution pupils to select only those vocations that they are acquainted with--either through personal experience, because it is the vocation of some member of their family, or because it is a close friend.
5. Tape record two or three pairs of pupils acting out their roles.
6. Play the recordings back to class for evaluation. Ask pointed questions to help point out shortcomings.
7. Direct pupils to review their conversations and to make necessary corrections. Permit pupils to rehearse their conversations.
8. Tape record two or three pairs of pupils acting out their roles, and play the recordings back to the class for evaluation.
9. Continue to tape record and evaluate the recordings until most of the class members have participated.

## WHO MIGHT THIS BE?

### CONVERSATION #1

Good morning.

Good morning. Would you please fill it up with ethyl.

Yes Ma'm. — Should I check under the hood?

Yes — Oh, and would you look at the battery. I think the water is low.

(Pause)

Battery's fine — but your radiator hose is cracked.

Oh, no — I just had it put in. Let me have a look at it.

Sorry, lady — someone gave you a sour one.

Oh, this is a nuisance. I'll have to go back and get them to put a new one in. How's everything else?

Everything else is okay, ma'm — Water and oil are fine. It took 14 gallons. That's \$4.10.

Fine — here.

Just a moment, ma'm, I'll get your change. (Pause) Here you are \$4.10 — 20 — 25 — 50 — 75 — 5.

Thank you — I'll go back and see about that hose.

Thank you. — Come again.

### CONVERSATION #2

Well, good morning, Mrs. Gomez.

Good morning.

Are you all set to go home?

I'm not sure. I've got something I didn't have before. It's a terrible ache here in my shoulder. It seems to go down my arm, and my hand feels stiff.

Oh, that's quite natural. The ache will last a while, and the stiffness in your hand will, too.

I see. How long will it last?

About two weeks or so. I'll give you some pills for the ache, and I'll have the nurse instruct you on some exercises for the stiffness in your hand.

How long will I have to do the exercises?

At least a month — even though the stiffness may be gone. Don't skip a day.

Oh, I won't.

How's the leg?

It's fine, but I have this terrible black and blue.

Well, that's to be expected. You've had a terrible fall. You're very lucky to have gotten away with so little.

I know — Do you think anything might show up later?

No, I don't think so — the X-rays didn't show anything. But you let me know the moment you notice anything unusual.

Yes — I'll let you know right away.

Very well, I'll sign you out and send in the nurse to instruct you on the exercises. Take it easy.  
Good morning.

Good morning, and thank you so much.



CONVERSATION #3

May I help you, sir?

Yes, or rather, I hope so. I'm looking for a coat for my wife. It's her birthday.

Did you have anything special in mind?

Well, yes and no. She's been wanting a coat that's dressy, but yet she could wear regularly. You know--sort've all the time.

I think I understand. Do you know what size dress she wears?

Yes, 12.

Do you have a color preference?

She's fond of bright colors. She's always wanted a red coat.

You're very lucky. We have just received a new line of red coats that I know you're going to like. I'll bring some out. We have three different styles.

Wait just one second. Could you tell me about how much they cost? I don't want you to go to a lot of work if I can't afford it.

They're quite inexpensive, considering the material and the styling. They are \$30.

\$30. That's a little more than I expected, but maybe I could swing it.

Why don't you look at them and then decide? It's really no work at all.

Okay, thank you.

Here we are. Now, isn't this one lovely? It's fully lined. This straight line is most flattering and gives that look which makes it possible to be worn for either day or early evening.

It certainly is red.

It's a marvelous red. It's called Chihuahua Red.

Oh, she'd like that.

This one has a fuller skirt, but a 3/4 sleeve.

No, I don't like that one as much.

How about this one with the fuller sleeve and a belted back?

No, no, I like the first one. Do you think it will fit her?

It will if she's a size 12.

Okay, it's a little more than I expected to pay, but she'll look great in it.

I'm sure she will. Excuse me a moment while I get my book.

# LESSON 25

## REVIEW

**OBJECTIVES:** Pupils will be able to recognize situations requiring standard English.  
Pupils will develop standard usage in situations requiring standard English.

**MATERIALS:** Worksheet--Lesson 25  
Blank Tape

### PROCEDURE:

#### Introduction

Have the class discuss situations requiring standard English and the reasons standard English is needed in these situations.

1. Review the elements necessary for a business telephone call. Stress the following items:
  - A. Identify self promptly.
  - B. Ask for the desired person.
  - C. State the purpose of the call clearly.
  - D. Close the call politely.
2. Have pupils select one of the situations listed below and tape record impromptu phone calls. Check recordings for any nonstandard items, and for elements which constitute a good business call. (The following situations can be used for lesson and follow-up activities.)

#### Situations

1. Call a grocery store to see if a particular kind of meat is on sale.
2. Call the cleaners about the price of cleaning a suit.
3. Call the neighborhood playground about a Youth Dance this weekend, because details are needed before parents will grant permission.
4. Call the neighborhood theater to find out what is playing, admission price, length of features, and starting time.
5. Call the variety store about the current sale. Find out if a particular item is still available.
6. Call a clothing store to find out if a red shirt (or blouse) is in stock.

# LESSON 26

## TO BE - - PRESENT PERFECT TENSE

**OBJECTIVES:** Pupils will be able to recognize standard **TO BE** forms in the perfect tenses.  
Pupils will develop standard usage of the perfect tenses of **TO BE**.

**MATERIALS:** Tape A17  
Worksheet--Lesson 26  
Worksheet--Lesson 26 Follow-up

### PROCEDURE:

#### Introduction

Distribute Worksheet that includes the following jingle:

For a pupil a **be** is precarious,  
Because he forgets it's **gregarious**  
Pupils say, "he **be**, she **be**, and it **be**."  
And this, of course, cannot **be**!  
Between pronoun and **be--verb**  
There must be another verb:  
He, she, it, **will**, **can't** or **should be**.

Determine how much pupils understand about the above jingle. This verse sums up the content of the lesson. Also, see if pupils can guess the jingle meanings of **PRECARIOUS** and **GREGARIOUS** from the context. Tell pupils to keep the jingle in mind as the lesson develops. Discuss the jingle again during the summary session.

1. Briefly review the present, past, and future tenses of **TO BE** that are on the Worksheet: **am**, **is**, **are**, **was**, **were**, **will**, **will be**. Have pupils use these forms in sentences.
2. Contrast review tenses (already listed on the chalkboard) with present perfect tense.
3. Have pupils refer to the present perfect conjugation of **TO BE** on the Worksheet:

|             |           |              |           |
|-------------|-----------|--------------|-----------|
| I           | have been | we           | have been |
| you         | have been | you          | have been |
| he, she, it | has been  | they         | have been |
| Martha      | has been  | the girls    | have been |
| Miss Walker | has been  | all          | have been |
| the gang    | has been  | the students | have been |

Have pupils repeat the conjugation in unison, paying particular attention to the third person, singular. Emphasize that **been** is always used with **have** or **has**.

4. Conduct a question-and-answer period with pupils. Require pupils to answer with various forms of **TO BE** in the perfect tenses.

#### Questions

1. Where have you been these few weeks? (have been)
2. Has he been brushing his teeth regularly? (has been)
3. When will you be thirteen? (will be)

4. What time will you be home tonight? (will be)
5. Why weren't you at baseball practice? (have been)
6. What is the reason for your poor attendance record? (have been)
7. What are you doing now? (am)

Have pupils make up questions to elicit perfect tense responses (have been, has been).

5. Have pupils summarize the important points of the lesson:
  1. The verb **be** should have a helping verb when it is used to refer to the future. (I **will be** there; Tom **will be** running in the relay).
  2. **Been** is always used with a helping verb. The present perfect tense is **have been** or **has been**.

## FOLLOW-UP

I. Have pupils write eight original sentences using **TO BE** forms.

- |                                |                  |
|--------------------------------|------------------|
| 1. future (will)               | 5. present (are) |
| 2. future (will be)            | 6. present (is)  |
| 3. present perfect (have been) | 7. past (was)    |
| 4. present perfect (has been)  | 8. past (were)   |

II. A. Have pupils practice the following dialogue to record.

- 1: "Where have you been Tony? Is Leroy with you? I heard Leroy has been in the hospital. Were you involved in that accident?"
- 2: "Wait a minute, not so fast with the questions. First, I have been ill. I had a very severe bronchial condition. I was close to pneumonia. Seondly, I hadn't heard about Leroy and his accident. I will have to go see him. I am sorry to hear the sad news."

B. Discuss the dialogue. Have pupils underline all forms of **TO BE** and indicate which tense is used.

III. Play tape for Drill 1 (Pupils listen to sentences and repeat the sentences, changing them first to present perfect; then, to future tenses). The tape begins, "I will say a sentence ..."

### Sentences for drill

1. He was ready to go.
2. They were working.
3. She was looking for him.
4. We were waiting for the book.
5. The class was talking too loudly.
6. Rachel was eating her lunch.
7. John was reading another book.
8. I was first in line.
9. Raymond was answering our phone.
10. Paul was my friend.

IV. Have pupils translate the following nonstandard examples into standard usage.

1. Sometimes it been all right, so go ahead.
2. They been here over an hour.
3. We was so familiar with the place that the owner thought we had done been here before.
4. You was in the black car yesterday.
5. Jack was here before you was.
6. My daddy been talking to your daddy about my broken tooth.
7. She be here tomorrow.
8. After he have been working awhile, he be tired.
9. You is the best player who been in this school.
10. When you be in the wrong seat, the teacher marks you absent.



# LESSON 27

## MORE REVIEW OF TO BE

**OBJECTIVES:** Pupils will be able to recognize standard usage of **TO BE**.  
Pupils will develop standard usage of **TO BE**.

**MATERIALS:** Tape A18  
Worksheet--Lesson 27  
Worksheet--Lesson 27 Follow-up

### PROCEDURE:

#### Introduction

**Play tape for Drill 1** (dialogue containing nonstandard English). The tape begins, "Listen to the following ..."

#### Dialogue

- 1: Where you going?
- 2: I'm going to Sue's to listen to records.
- 1: Why you going there?
- 2: We're having a record session. All the music class is invited.
- 1: What records you have?
- 2: We have all the latest hits. Sue's uncle is a disc jockey.
- 1: Sure wish my uncle work in a job like that.
- 2: Take music next time and you can come to our record sessions.

Lead pupils in discussing the dialogue. Have pupils decide which speaker speaks standard English and which speaker speaks nonstandard English.

1. Distribute duplicated copies of the dialogue on the introductory tape. Have pupils change Part 1 of the dialogue to standard English. Have two pupils read the dialogue with all its changes.
2. **Play tape for Drill 2** (sentence drill). The tape begins, "In nonstandard English ..."

#### Sentences for drill

1. We are repeating sentences.
2. We are listening to the tape.
3. We are trying to improve our speech patterns.
4. He is looking out the window.
5. Are you waiting for the bell to ring?
6. They are doing their homework.
7. You are working independently.
8. He is hoping I'd stop talking.
9. I am repeating your last sentence.
10. We are speaking standard English.

3. Have pupils record the dialogue below. Discuss the dialogue and stress the usage of **TO BE**.

1: Say Jack, are you going to the special assembly?

2: No. I forgot to bring my donation.

1: You always forget. Why do you suppose you do that?

2: I have things on my mind. I can't remember that the school needs canned goods for the needy of the community. I have so many things on my mind these days.

1: All you had to do was bring three cans of food.

2: But I didn't remember. That was the morning I overslept. I was almost late for my six o'clock paper route.

1: Do you work?

2: Yes. Before and after school.

1: No wonder you have things on your mind.

2: That's only one of the things on my mind, but I get along.

4. Have pupils summarize the important points in the lesson.

1. In sentences like "She is going to school," the verb **is** should not be omitted.

2. In sentences like "She was washing the dishes when the bell rang," the verb **was** should not be omitted.

3. In sentences like "He has been saving money," the verb **been** should not be used without the verb **has**.

4. **Has** is used with the third person singular; **have** is used with first and second persons, singular and plural.

## FOLLOW-UP

- I. Play tape for Drill 3 (sentence drill). The tape begins, "Repeat the following ..."

## Sentences for drill

1. I'm going to write a letter.
2. I am writing to my cousin, Victor.
3. He is visiting Canada.
4. He is planning to visit us next month.
5. Victor has been out of the country twice before.
6. He is an experienced traveler.
7. He was working as a clerk for the airline before his vacation.
8. He has been saving his money a long time for his trip.
9. He is having a good time.
10. Canada is supposed to be a wonderful place.

- II. Play tape for Drill 4 (sentence drill; pupils repeat only standard sentences). The tape begins, "Listen to the following ..."

## Sentences for drill

1. I working for Shell service station.
2. Who is talking on the phone?
3. He talking about the fight.
4. He is calling the operator.
5. We going to another party
6. Where that boy going?
7. Sally bringing a cake to the party.
8. Patricia is making a large cake for the party.
9. Warren giving up basketball?
10. Donna is reading my favorite book, *Party Time*.

Play tape for Drill 3, again. Have pupils change the nonstandard sentences to standard, with helping verbs.

- III. Have pupils complete the sentences below. Each sentence needs a form of **TO BE**. Have pupils read the sentences orally after they complete them. Discuss the different forms of **TO BE** that can be used.

1. We \_\_\_\_\_ not going to be tested today.
2. He \_\_\_\_\_ talking very rapidly.
3. Where \_\_\_\_\_ you been?
4. This \_\_\_\_\_ not working with all of the extra pressure.
5. They \_\_\_\_\_ selling new cars on that lot.
6. Aunt Bert \_\_\_\_\_ cooking dinner for us tonight.
7. We \_\_\_\_\_ not ready for anymore company.
8. He \_\_\_\_\_ trying very hard to improve.
9. Why \_\_\_\_\_ you late this morning?
10. Are you sure he \_\_\_\_\_ telling the truth?

# LESSON 28

## IRREGULAR VERBS

**OBJECTIVES:** Pupils will be aware of the formation of irregular verbs.  
Pupils will develop standard usage of the following irregular verbs in the present, past, and past participle forms: come, do, drink, give, go, know, ride, ring, run, see, swim, wear, begin, break, eat, take, grow, speak, write, tear.

**MATERIALS:** Tape A19  
Worksheet--Lesson 28  
Worksheet--Lesson 28 Follow-up

### PROCEDURE:

#### Introduction

Review the present, past, and past participle forms of the following regular verbs: work, look, ask, order.

Explain that not all verbs are regular and that some verbs have different forms in the past and past participle.

Distribute duplicated list of irregular verb forms. Lead pupils in discussing the different formations of the irregular verbs in the past participle.

Encourage pupils to memorize the forms.

Be sure pupils understand that the past participle form always has a helping verb with it. In nonstandard usage, the past tense form usually has the helping verb; e.g., HAVE SAW, HAS DID, or HAS CAME.

1. Distribute the Worksheet. Have pupils complete the sentences with the necessary form. Pupils may refer to list of irregular verbs.

#### Worksheet sentences

1. He \_\_\_\_\_ to class with sunglasses. (come, came, come)
2. By the time the teacher saw him, he had \_\_\_\_\_ them off. (take, took, taken)
3. We \_\_\_\_\_ to the music festival yesterday. (go, went, gone)
4. Since we were late, we found everyone had \_\_\_\_\_ ahead of us. (go, went, gone)
5. The music class \_\_\_\_\_ pupils an opportunity to visit the teacher. (give, gave, given)
6. There have been many good concerts \_\_\_\_\_ for pupils. (give, gave, given)
7. We wish they would \_\_\_\_\_ every pupil a chance to travel to music programs. (give, gave, given)
8. Do you like to \_\_\_\_\_ on the school bus? (ride, rode, ridden)
9. Tom has never \_\_\_\_\_ on a school bus before. (ride, rode, ridden)
10. I \_\_\_\_\_ on one during the last trip to the theater. (ride, rode, ridden)
11. We always \_\_\_\_\_ our lunch on our trips. (take, took, taken)
12. I remember when we stopped and \_\_\_\_\_ in the park. (eat, ate, eaten)
13. Have you ever \_\_\_\_\_ in the park after a trip? (eat, ate, eaten)
14. We \_\_\_\_\_ a note thanking the artists for such a fine performance. (write, wrote, written)
15. It was a job to have separate notes \_\_\_\_\_ by each pupil. (write, wrote, written)
16. We \_\_\_\_\_ our dress-up clothes on the trip. (wear, wore, worn)
17. I had never \_\_\_\_\_ my new suit before that special occasion. (wear, wore, worn)

18. We \_\_\_\_\_ how to act on that trip. (know, knew, known)
  19. Everyone \_\_\_\_\_ very highly of our conduct. (speak, spoke, spoken)
  20. The teacher had never \_\_\_\_\_ such cooperation before. (see, saw, seen)
2. Review the answers with the pupils. Have different pupils read each complete sentence. Write the answers on the chalkboard. Be sure pupils recognize the helping verb used in all sentences needing the past participle.
3. **Play tape for Drill 1** (sentence drill). The tape begins, "The past tense ..."
1. Has the bell rung yet?
  2. The bell rang at three.
  3. He went home early yesterday.
  4. He has gone early again today.
  5. He has known the President personally for many years.
  6. He knew him when they both lived in Texas.
  7. They rode together as boys in the country.
  8. It's been years since they have ridden together.
  9. We have eaten dinner after eight only twice.
  10. I have taken his temperature three times today.
4. Have pupils summarize the important points in the lesson.
1. Irregular verbs do not take the ending sound of **walked** or **booked** in the past tense.
  2. Irregular verbs have different forms for the past and present perfect tenses.
  3. Regular verbs use the same form for these tenses.



## FOLLOW-UP

- I. **Play tape for drill 2** (sentence drill; pupils listen to sentences in present tense and repeat the sentence twice, changing the verb to past tense and present tense). The tape begins, "I am going ..."

**Sentences for drill**

1. He breaks a record in track every spring.
2. I run around the block mornings.
3. We speak Spanish with Mr. Lopez.
4. It grows hot in the summer.
5. I see the new neighbors.
6. She wears black on Sundays.
7. He drinks too much punch.
8. They go out Friday nights.
9. You take a long time to dress.
10. Donald gives a good impression.

- II. Have pupils rewrite the following paragraph and change the verbs to the past tense form. Then, have them rewrite the paragraph and change the verbs to their past participle form.

Ralph swims on Wednesday after school. He knows three strokes. He does the side stroke best. He begins his practice at four, and usually breaks his speed record within the hour. It takes years to reach this peak. They give him several medals each year.

- III. **Play tape for drill 3** (sentence drill; pupils change nonstandard sentences to standard sentences). The tape begins, "Listen to the following ..."

**Sentences for drill**

1. The bell rang.
2. We drank milk for breakfast.
3. They broken five cups in the kitchen.
4. I seen the new cars at the automobile show.
5. The teacher wrote a note to my mother.
6. She taken cold.
7. They began to read on page forty.
8. We saw two accidents on the freeway.
9. We have done almost ten sentences.

- IV. Have pupils write sentences using every irregular verb on the list, in either the past or the past participle form.

# LESSON 29

## IMPROMPTU SPEAKING SITUATIONS

**OBJECTIVES:** Pupils will be able to organize their thoughts and express themselves clearly in an impromptu situation.

**MATERIALS:** Worksheet--Lesson 29

### PROCEDURES:

#### Introduction

Explain to the class the need to "think on your feet" in many situations. Elicit from the pupils examples of times when this need is present; for example, in a job interview, when a person is asked to identify himself.

1. Divide the class into three groups. Choose a leader for each group. Seat one of the groups around the tape recorder. Direct the leader to present to a member of his group any one of the situations from the **Impromptu Situation List** below. The leader should continue to do this until all members of the group have participated. Repeat the process until all three groups have participated.
2. **Impromptu Situation List**  
"What would you do if...."
  - a. You see an old man lying in the street. He looks very sick. You think he may be dying—but it may be he's just drunk and sleeping it off. There is a policeman standing at the corner.
  - b. You are taking an exam. You have studied hard for it. The boy sitting behind you keeps looking over your shoulder to see your answers.
  - c. Your friends are gathered at your house. It's turning into a party, but no party was planned. Your baby sister is sleeping in the next room. Your friends want to play records and dance.
  - d. You know there's going to be a fight after school. You know boys in both gangs that are going to fight. The vice-principal has warned the boys that they will be expelled if there are any more fights.
  - e. You are on your way to school. As you get off the bus, you see a white Chevy stop suddenly at a stop light. A blue Mustang smashes into the back of it. Someone seems to be hurt. You have only five minutes to get to class.
  - f. You were given a blouse (shirt) for your birthday, but it was the wrong size. You take it back to the store where it was bought, but the salesgirl seems disinterested and doesn't help you.
  - g. You have the vice-principal's permission to be excused from class to attend a meeting. When you take the excused list to your teacher, he says that you may go; but you will have to take a failure on the test that will be given that day.
  - h. You see an adult in the hall at school whom you have never seen before. He asks you who teaches drama and to be directed to that teacher's room.
  - i. You are hiking up in the mountains with your friend. He falls and is unable to walk on his ankle. You are not sure if it is broken, sprained, or just twisted. You are at least five miles from a telephone.
3. Play back the tape recordings that are made and analyze them with the class for standard usage.
4. This activity can be extended over a period of two or three days.

# LESSON 30

## INTERVIEW

**OBJECTIVES:** Pupils will be able to perform competently in an interview situation when applying for a job.

Pupils will understand the importance of being well-informed about themselves in an interview situation.

**MATERIALS:** Worksheet--Lesson 30

### PROCEDURE:

#### Introduction

Using the teacher's desk and other classroom furniture, arrange an interview-office set. The teacher assumes the role of an interviewer, and a pupil that of an interviewee. Explain to the class the scene that has been set. The interviewee is seeking a summer job as a junior counselor with a summer day camp group. Arrange the tape recorder so that the entire interview may be recorded clearly.

Use the following questions for the interview, perhaps developing additional questions in order to obtain complete information.

#### Interview for junior counselor job

1. What is your name, please?
2. How old are you?
3. Your address?
4. Your telephone number?
5. With whom do you live?
6. Do you have a social security number?
7. What school do you attend?
8. What grade are you in?
9. What is your best subject in school?
10. Can you work with your hands?
11. What sort of crafts can you do?
12. What is your favorite sport?
13. How well do you play this sport?
14. What games do you know?
15. Do you know the rules of most games?
16. How would you organize a group of 12 children into a game of kick-ball?
17. What type of work does your father (parent) do?
18. Where is he employed?

19. In case of an emergency, whom would we contact?
  20. Where?
  21. Can you give me the name of three adults that would recommend you?
  22. Who are they, and how do they know you?
  23. Have you taken a course in first aid?
  24. Can you do mouth-to-mouth resuscitation?
  25. How well do you swim?
  26. Do you have any brothers or sisters?
  27. Are they older or younger?
  28. How well do you get along with them?
  29. If you saw two small boys fighting over a ball, how would you handle the situation?
  30. What sort of salary do you expect?
1. Play back the interview to the class and have the group point out the strong and weak points.
  2. List on the chalkboard those items of information that the class members believe an interviewee should have ready before he goes for an interview.
  3. Direct pupils to make a list of information about themselves.
  4. Using the same set that was used when the teacher acted as interviewer, have two pupils play roles involved. Give to one pupil one of the interview forms that he is to follow in asking his questions. Record the interview and play back the recording for class evaluation. (See end of lesson for interview forms.)
  5. Repeat Step 4 until most members of the class have participated, either as an interviewee or an interviewer.
  6. Through class discussion, lead pupils to reach the conclusion that a well-informed person makes a good impression. This can be expanded to include appearance, approach to the interview (attitude), and, in general, all those things that are necessary for making the best possible showing.

**Interview for newspaper route**

Good morning. Are you here to inquire about getting a newspaper route?

Very good. Would you please answer some questions?

1. What is your name?
2. Where do you live?
3. What is your telephone number?
4. How old are you?
5. What grade are you in?
6. What school do you attend?
7. How are your grades in math?
8. How long have you lived in this neighborhood?
9. Do you have a bike?
10. Is it in good condition?
11. Have you ever had a paper route before? For what paper?



12. Have you ever had a job before? What kind?
13. Do you have a social security card?
14. Do your parents know that you are applying for this job?
15. How do they feel about your being on a bike during the traffic hours?
16. Would you be willing to ask people to subscribe to this paper?
17. Do you think you could get 10 new subscriptions a month?
18. How much money do you expect to make on this job?
19. Do you know any adults aside from your parents who could recommend you?
20. Who are they?

Are there any questions you would like to ask?

Thank you for applying. We will let you know.

#### **Interview for a baby-sitting job**

Good morning. Are you here to inquire about baby-sitting?

Good. Would you answer some questions?

1. What is your name?
2. Where do you live?
3. What is your telephone number?
4. How old are you?
5. What grade are you in?
6. What kind of a student are you?
7. Do you belong to any school service organizations?
8. How long have you lived in this neighborhood?
9. Do you speak Spanish?
10. Do you have any small brothers and sisters?
11. How old are they?
12. Have you ever been left in charge of them?
13. Can you handle a baby?
14. How would you test to make sure that a baby's milk bottle was not too hot?
15. What would you do if a baby or a small child started to cry?
16. How would you get to the homes we sent you to?
17. How late would your parents let you work, and on what days?
18. In case of a real emergency--let us say a child got seriously hurt--what would you do?
19. Have you taken any classes in first aid at school?
20. Can you do mouth-to-mouth resuscitation?

Are there any questions you would like to ask?

Thank you very much. We will let you know.



**Interview for box-boy job**

Good morning. Are you here applying for a box-boy job?

Good. Would you answer some questions?

1. What is your name?
2. Where do you live?
3. What is your telephone number?
4. How old are you?
5. Do you have a social security card?
6. What grade are you in?
7. What is your best class in school?
8. How is your attendance?
9. Are you tardy to class very much?
10. How long have you lived in this neighborhood?
11. How would you get to work?
12. Do you speak Spanish?
13. Do you have any white shirts that you can wear with a tie?
14. What days could you work and how many hours?
15. How do you feel about moving heavy boxes?
16. Suppose the manager of the store has you stocking cans, and the checker calls you to pack bags; what would you do?
17. Can you work six hours a day on Saturday and Sunday?
18. Will your school give you a work permit?
19. Would it be all right if I called the vice-principal of your school and asked about you?
20. How much do you expect to earn a week?
21. Did you know you will have to join a union?

Are there any questions you would like to ask?

Thank you. I'll let you know one way or the other by Monday of next week.

**Part Four**  
**BIBLIOGRAPHY**

# **SELECTED FRAMES** **FROM THE FILMSTRIP 'The Languages You Speak'**



Picture No. 13



Picture No. 14



Picture No. 15

*Courtesy Los Angeles Times*

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